

g) psixologiya kursining asosiy qismlari bo'yicha o'qituvchi tomonidan berilgan yakka-yakka vazifalarni bajarish;

h) talabalarning imkonitlarini hisobga olgan holda ularga yakka-yakka topshiriqlar berish.

Maktablardagi ta'limning sifati, yosh avlodga sifatli talim va tarbiya berish, ularning har tomonlama yetuk barkamol avlod bo'lib yetishishi ko'p jihatdan shu yillarda maktabga qanday o'qituvchilar kelishiga bog'liqligi ustoz M.G.Davletshin asarlarida ilgari surilgan bosh g'oya edi. Bu g'oya hozirgacga o'zining ahamiyatini yo'qotgani yo'q.

Foydalanilgan adabiyotlar ro'yxati:

1. Davletshin M.G., Umarov U.M. "O'rta va oliy maktabni qayta qurish davrida o'qituvchi kadrlar tayyorlashni takomillashtirishning psixologik muammolari // O'rta va oliy maktabni qayta qurish sharoitida pedagogika institutlarida o'qituvchi kadrlar tayyorlashni takomillashtirishning psixologik muammolari. -Toshkent: Universitet. 1991. B.4-11.

2. Nishanova Z.T. Ustozni eslab. // "SHaxsda ilmiy dunyoqarash rivojlanishining psixologik imkoniyatlari va tarbiyaviy jihatlari" mavzusida M.G.Davletshinning 96 yillik tavallud ayyomiga bag'ishlangan ilmiy-amaliy konferensiya materiallari. – Toshkent: TDPU. 2019. B. 5-7

3. Shoumarov G'B. M.G.Davletshin obrazets dlya uchenых. // "SHaxsda ilmiy dunyoqarash rivojlanishining psixologik imkoniyatlari va tarbiyaviy jihatlari" mavzusida M.G.Davletshinning 96 yillik tavallud ayyomiga bag'ishlangan ilmiy-amaliy konferensiya materiallari. – Toshkent: TDPU. 2019. B. 4-5

GIFTED CHILDREN: PROBLEMS, SEARCHES, WAYS OF EDUCATION AND TRAINING

Aripova M.L., associate professor of department of pedagogy and psychology, UzSWLU

Annotation. This article describes giftedness, problems, searches, ways of education and training caring for gifted children and how to teach children with extraordinary mental abilities, how to promote their optimal development.

Keyword. giftedness, creative self-realization, identification, gifted children, capabilities, self-determination and self-organization.

Giftedness is still a mystery to most children, teachers and many parents. For the general public, the most important problems are not so much the scientific foundations of giftedness, but primarily their real life manifestations, methods of identification, development and social realization. Caring for gifted children today is caring for the development of science, culture and social life tomorrow. There are already ways to identify such children, and programs are being developed to help them realize their abilities. However, the problem of diagnostics and development of highly gifted and talented children at all stages of their education, the problem of children understanding their giftedness and personal responsibility for creative self-realization exists.

The main goal of education was previously defined as the formation of the foundations of a comprehensively and harmoniously developed personality; now the emphasis is seen in raising an active, creative personality, aware of the global problems of humanity, ready to participate in solving them as much as possible. Now we need

people who do not think in stereotypes, but who know how to look for new ways to solve proposed problems and find a way out of a problematic situation. Not so long ago it was believed that all children are equal both intellectually and emotionally. You just need to teach them to think, empathize, and solve complex logical problems. However, the experience of modern education shows that there are differences between children. Children are distinguished with more developed intelligence than their peers, with creativity, with the ability to classify, generalize, and find relationships. They are constantly in search of answers to questions that interest them, they are inquisitive, they show independence and activity. Identification, training and education of gifted and talented children is one of the main problems in improving the education system.

Education methods of gifted children.

Currently, there is an increased interest in the problem of giftedness, in the problems of identifying, training and development of gifted children and, accordingly, in the problems of training teachers to work with them. Giftedness is now defined as the ability to achieve outstanding achievements in any socially significant area of human activity, not just in the academic field. Giftedness should be seen as both achievement and opportunity for achievement. The meaning of the statement is that one must take into account both those abilities that have already manifested themselves and those that may manifest themselves.

The problem of giftedness is a complex problem in which the interests of different scientific disciplines intersect. The main ones are the problems of identifying, training and developing gifted children, as well as the problems of professional and personal training of teachers, psychologists and education managers to work with gifted children.

Work with gifted children should be carried out in three stages. Stage I - anamnestic - at the first stage of education - identification of gifted children, taking into account their success in any activity. Based on the results of Olympiads, various competitions, creative works, as well as during conversations with teachers in our school, a data bank of gifted children of the school has been compiled. Stage II - diagnostic - at this stage an individual assessment of the child's creative abilities and characteristics is carried out. Stage III is the stage of formation, deepening and development of the child's extraordinary abilities, as well as his profile orientation. At the third stage of working with gifted children, the main role is given to teachers, whose task is to form and deepen their abilities.

This stage of work should be carried out by two groups of teachers: 1) teachers, introducing the student to the scope of the educational subject, stimulating and maintaining interest in the subject, laying the foundations of the knowledge system, working with the student on the technique of performing activities when solving various educational problems; 2) mentors who play a significant role in the individualization of education for gifted children: - perform the functions of a scientific supervisor, leading the student to a high professional level in working on a topic chosen by the student himself; - coordinate the individual work of all persons interested in the fate of a gifted student; - provide the communication necessary for a gifted student; - communicate with the parents of a gifted student. Mentors can be teachers, psychologists, students, parents, or specialists invited for this purpose who are ready to take on individual work with a specific gifted child.

The main task of a mentor is, on the basis of dialogue and joint search, to help his mentee develop the most effective strategy for individual growth, based on the development of his abilities for self-determination and self-organization. The student is free to choose a mentor or refuse to work with a mentor. But children with high

intelligence always need “their” teacher more than others. Unfortunately, sometimes teachers cannot identify gifted children, do not know their characteristics, are indifferent to their problems, and often teachers use tactics for gifted children to quantitatively increase tasks, rather than changing them qualitatively.

Therefore, the behavior of a teacher for gifted children in the classroom, in the process of learning and building his activities, must meet the following characteristics: he develops flexible, individualized programs; creates a warm, emotionally safe atmosphere in the classroom; provides students with feedback; uses a variety of learning strategies; respects the individual; contributes to the formation of positive self-esteem of the student; respects his values; encourages creativity and imagination; stimulates the development of higher-level mental processes; Shows respect and individuality of the student. A successful teacher for the gifted is, first of all, an excellent subject teacher who deeply knows and loves his subject.

In addition to this, he must possess such qualities that are essential in communicating with any gifted student. Teachers working with gifted children should talk less, give less information, and solve problems for students less often. Instead of answering the questions yourself, you should leave it to the students. They should ask more and explain less. They should ask much more open-ended questions, provoke students to go beyond the initial answers, and much more often try to understand how students came to a conclusion, decision, assessment. Most teachers try to respond verbally or otherwise to every response in the class, and teachers of the gifted should behave more like psychotherapists: avoid reacting to every statement; listen carefully and with interest to the answers, but do not evaluate them, find ways to show that they accept them. This behavior encourages students to interact more with each other and to comment on their classmates' ideas and opinions more often. Thus, they find themselves less dependent on the teacher.

What and how to teach children with extraordinary mental abilities, how to promote their optimal development? Programs for gifted children should be different from regular curricula. The education of such children must meet their essential needs. Gifted children have some common characteristics that educational programs for them should take into account. These general features include: 1. The ability to quickly grasp the meaning of principles, concepts, and provisions. This feature requires a breadth of material for generalization. 2. The need to focus on the interested parties of the problem and the desire to understand them. This need is rarely satisfied in traditional education, and it must be allowed to be realized in special educational programs through independent work, open-ended tasks, and the development of the necessary cognitive skills. 3. The ability to notice, reason and put forward explanations.

The purposeful development of higher cognitive processes in special educational programs raises these abilities to a qualitatively new level and relieves them of the burden of endless repetitions of the obvious. 4. Concern, anxiety due to being different from peers. Including an affective component in the curriculum enables the child to better understand himself and his experiences and leads to acceptance of himself and others. 5. As part of individual education programs for gifted students, special developmental programs in individual subjects should be developed. 6. Taking into account the special needs and capabilities of children with general giftedness, as well as the goals of teaching such children, we can identify the necessary requirements for educational programs for intellectually gifted students. Training programs should: – include the study of broad (global) topics and problems, which allows us to take into account the interest of gifted children in the universal and general, their increased

desire for generalization, theoretical orientation and interest in the future; – use an interdisciplinary approach in teaching based on the integration of topics and problems related to various fields of knowledge.

Literatura:

1. “Additional education”, No. 10, 2001; No. 11, 2001
2. “Gifted Child” / ed. O.M. Dyachenko - M; 1997
3. “Psychology of giftedness in children and adolescents” / ed. N.S. Leites - M; 2000

ЭФФЕКТИВНАЯ ДЕЯТЕЛЬНОСТЬ МОЛОДЁЖНЫХ ЛИДЕРОВ КАК ОДНА ИЗ ПРИОРИТЕТНЫХ ЗАДАЧ ГОСУДАРСТВА

**Мирзажонova Э.Т., старший преподаватель ФГУ,
Афзалов Х.Ш., студент ФГУ, Узбекистан**

«Государственная политика в области информатизации» Закона об информатизации Республики Узбекистан гласит: государственная политика в области информатизации направлена на создание национальной информационной системы с учётом современных мировых тенденций развития и совершенствования информационных ресурсов, информационных технологий и информационных систем.

Основными направлениями государственной политики в области информатизации являются: реализация конституционных прав каждого на свободное получение и распространение информации, обеспечение доступа к информационным ресурсам; создание условий для доступа к международным информационным сетям и всемирной информационной сети Интернет.

Современные тенденции общественной жизни в Узбекистане связаны с процессом глобализации информационного пространства, которое ставит новые задачи в формировании личности. Благодаря современным компьютерным технологиям, быстро распространяется неоднозначная, противоречивая информация, которая носит как позитивный, созидательный, так и негативный, агрессивный характер нередко с искажением нравственных норм и критериев, с неадекватными социальными стереотипами и установками. Поэтому возникает проблема информационной безопасности, в первую очередь, детей, которым в настоящее время доступен интернет большинству семей Узбекистана. В настоящее время актуальными являются вопросы влияния интернета, компьютерных технологий на личность, интернет-аддикции, психологической зависимости личности от поиска информации, психологии коммуникации в сети и другие виды деятельности человека в информационном пространстве интернет. Согласно данным наблюдений психологов и с учётом постоянно растущей аудитории сети, проблема интернет-аддикции становится основной для информационного общества и в будущем будет играть все более значимую роль в психологическом здоровье человека общества всеобщей цифровизации.

В области психологии интернета проводится много исследований, которые доказывают, что постоянное использование интернета не только на рабочем месте, но и дома ведёт к сокращению семейного общения, разрыву социальных связей, возникновению депрессии. Результатом отчуждения от друзей, родственников, членов семьи становится увеличение количества психических расстройств, рост преступности, в том числе и в сфере интернет-технологий,