

**PSYCHOLOGICAL AND PEDAGOGICAL GUIDANCE OF GIFTED STUDENTS
WITH DISABILITIES IN UZBEKISTAN'S UNIVERSITIES**

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Abstract: The article examines the following issues: the definition of gifted students with disabilities, types of giftedness, the problem of diagnostics, and conditions for the development of abilities and talents in students with disabilities.

Keywords: inclusive education, students with disabilities, giftedness, giftedness, types of giftedness, gifted students with disabilities.

The problem of giftedness among students with disabilities is becoming increasingly relevant in the modern world. In the Strategy for the Development of Education of the Republic of Uzbekistan, one of the priority areas is the support of gifted and talented youth. The problem of working with talented students with disabilities is to ensure a systematic approach to the use of educational technologies and methods of working with gifted youth.

In the context of this article, it is necessary to distinguish between such concepts as talent and giftedness. Talent is a combination of abilities that allows a person to successfully, independently, and originally perform any complex activity. Talent manifests itself in specific activities and, as a rule, arises and develops in the proportion of gifted youth who begin to actively study and engage in activities that contribute to the disclosure of their talent. Giftedness is a systemic, life-developing quality of the psyche that determines a person's ability to achieve higher results compared to other people, extraordinary results in one or more types of activity. The joint action of abilities allows one to compensate for the insufficiency of individual abilities through the predominant development of others.

By type of activity, the following types of giftedness can be distinguished [1; 56 p.]:

1. Intellectual giftedness. These are students with innate high intellectual abilities, for whom the standard general education program is often not interesting.
2. Academic giftedness. Children capable of learning in the broad sense of the word.
3. Leadership talent (communicative talent). These are students with leadership behavior. Let's list some criteria that distinguish students with leadership behavior: in the environment of

outsiders and in any non-standard situation, the child maintains self-confidence; easily adapts to new situations; generates ideas and easily solves social-leadership tasks; takes on responsibility beyond the boundaries characteristic of their age. It is necessary to pay attention to the fact that students with leadership abilities are often “uncomfortable children” in terms of discipline, and therefore they especially need a specially organized educational environment where they can find opportunities for individual

4. Artistic and aesthetic talent. This type of giftedness is noticeable in high achievements of artistic activity: in music, dance, sculpture, etc.

5. Creative giftedness. It manifests itself in an unconventional worldview, in unconventional thinking. Students' creative abilities are not directly related to their ability to learn.

6. Sports giftedness (psychomotor giftedness). Modern research has proven that if appropriate motivation is created in young people who are passionate about sports, then they can study excellently.

7. Spiritual and Value Giftedness. Talent in creating new spiritual values and meanings, serving people. It is not uncommon for a gifted person to have a disability. American psychologist J. J. Gallagher in his works called such students "doubly special" [3; p. 371]. He believes that approximately 2% of students with disabilities are gifted. Most often, these are young people with hearing, speech impairments, children with musculoskeletal disorders, children with autism spectrum disorders (ASD) and emotional problems [3; p.372]. What kind of students are called gifted, what are their characteristics, and how to work with them? Well, first of all, those students who are recognized by medical and educational systems as surpassing the level of intellectual and creative development of other students of their level and diagnosis. A student who demonstrates not age-specific, but mainly diagnostic abilities in one or several areas is gifted! Often, giftedness is linked to a student's achievements in the learning process and their success, and this contributes to the fact that it is often very difficult to identify students with disabilities as gifted. After all, the ability (incapacity) to learn can mask their giftedness. The problem of identifying giftedness also lies in the fact that disability is more noticeable and evident than high intellect or creative abilities. Some factors hindering the identification of giftedness in young people with disabilities can be noted. For example, young people with cerebral palsy and hearing impairment lack communication skills, students with impaired motor functions often write slowly, and students with emotional problems may exhibit uncontrolled behavior (aggression, irritability, withdrawal, etc.). The inharmonious development of students with disabilities leaves its mark on both the development of the student's abilities and the development of the individual as a whole, including their communication with their peers. And often such a student is isolated from their group, and sometimes even gets ridiculed and persecuted. As a result, some gifted students turn out to be underperforming, and their special capabilities become unclaimed [5;128 p.].

Giftedness with disabilities can be developed under certain conditions. One of the most important features in working with gifted students with disabilities is creating conditions that stimulate the development of creative thinking. For this, it is necessary to plan work in the following areas:

Creating a system for identifying gifted students with disabilities: psychological and pedagogical research; systematic observation of students from course to course; identification of students for more in-depth individual research; systematic diagnostics by a psychologist.

Development of the creative abilities of students with disabilities by including them in the relevant activities: organization of creative work of students with disabilities; advance assignments of the creative plan; participation of students with disabilities in competitions, performances, exhibitions; ensuring the organization of the work of subject clubs.

In general, the main forms of work with gifted students with disabilities can be distinguished: creative workshops, interest-based clubs, research activities, competitions, intellectual marathons, scientific and practical conferences, work on individual plans, assistance in maintaining the student's portfolio.

The teacher's collaboration with the gifted student in creative activity should be characterized, firstly, by creating trusting interpersonal relationships, secondly, by mutual personal awareness, recognizing the student's right to make mistakes, and thirdly, by discussing the goals and objectives of joint activity.

The main meaning of the developmental work with gifted students is to reveal the potential capabilities of the student. Therefore, the main goals of all corrective and developmental work with gifted students should be aimed at: forming in students confidence in success and recognition, the ability to perform a certain action, realize what is intended, feel their significance and security; developing forms and skills of personal communication in the group of peers, ways of mutual understanding; mastering ways of regulating behavior, emotional states; developing communicative skills; reducing the level of anxiety; forming adequate self-esteem; teaching methods of relaxation and visualization.

The main directions of developmental work with gifted students can be represented as organizing group and individual reflection; group trainings aimed at mastering by students the methods of self-presentation, self-analysis, self-control, labor organization, planning, effective communication, etc.

Three stages were identified for the development of the abilities and talents of students with disabilities.

The first step in developing the abilities and talents of students with disabilities is to involve students with disabilities in creative activities. This allows for effective solutions to the problems of strengthening their physical and mental health, overcoming the complex of inferiority, and improving their psycho-emotional state and development. This is the main condition that stimulates the development of the talents and abilities of students with disabilities. Types of creativity can vary depending on the students' inclinations. It is important that a child with disabilities has the opportunity to choose any of the types of creativity suitable for them when there is a large range of offers.

The main task of educators working with this category of students is to create such conditions under which each student, regardless of their intellectual level and physical condition, can develop the abilities given to them by nature. Disability should not be a reason for excluding a student from creative activity. Every child, to one degree or another, embodies a creative principle. And therefore, the main task is not to lose or miss the creative energy of these special students, to give them the opportunity to be embodied in reality.

The second stage is creating a successful situation. For any student with disabilities, the success situation is very important. But if not everyone can manifest themselves in educational activity, then practically any pupil can be creative.

It is very important to create a situation of success for the student, to provide him with positive support, to respond emotionally with praise for the student's smallest achievement. Students of this category react very painfully to reproach and criticism, therefore this method of influence cannot be used. If it is impossible not to point out the student's mistake, it is necessary to explain to him, of course, why this time it did not work out, and, by making advance payments for the future, to convince the student that next time this work will definitely work out. It is important to cultivate in the student the belief that there are no inescapable situations, and to develop a sense of self-worth and significance.

The third stage is the psychological support of parents raising students with disabilities. This is a whole system of measures aimed at accepting the student as they are, reducing the emotional discomfort associated with the student's illness, and strengthening the parents' confidence in the student's abilities.

Recommendations for teachers and parents on educating gifted students with disabilities: Help the student make independent decisions without direct instructions and directions. Encourage the manifestation of initiative and interest.

Use the difficulties encountered as a field of application for previously acquired skills. To involve the student in creative activity. Support the student in adapting to the social environment. Create a situation of success. Adults surrounded by a gifted student should not show excessive emotional enthusiasm or, conversely, distrust towards the student, as this may lead to the suspension of ability development.

Speaking about the system of upbringing and education of "doubly special" students, it should be noted that an inclusive approach is applied in it. The purpose of inclusive education is to take into account disability, helping the student develop using their potential intellectual potential. The first step towards this goal is to first determine giftedness beyond disability. The practice of inclusive education is based on the principle of considering the individuality of each student, therefore, all their special needs are met during training. The principle of inclusive education should be based on the theory of L.S. Vygotsky "about the zone of immediate development" [2; 671 p.], when problems should be solved under the guidance of adults or in cooperation with more capable peers. Understanding this will help build the education system in such a way that it contributes to the realization of the true potential of gifted students with disabilities.

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