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PEDAGOGICAL ASSISTANCE FOR SKILLED KIDS

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Abstract. The article provides information on ways to identify talented children, methods of their psychological and pedagogical support, tools and methods that we can use in the process of teaching and developing the abilities of talented children.

Keywords: talented children, members of society, psychologists, creative approach, ability, psychological and pedagogical support.

Аннотация. В статье представлена информация о способах выявления одаренных детей, методах их психологической и педагогической поддержки, инструментах и методах, которые можно использовать в процессе обучения и развития способностей одаренных детей.

Ключевые слова: одаренные дети, члены общества, психологи, творческий подход, способности, психологическая и педагогическая поддержка.

Annotatsiya. Maqolada iqtidorli bolalarni aniqlash yo'llari, ularni psixologik-pedagogik qo'llab-quvvatlash usullari, iqtidorli bolalarni o'qitish va qobiliyatlarini rivojlantirish jarayonida foydalanishimiz mumkin bo'lgan vositalar va usullar haqida ma'lumot berilgan.

Kalit so'zlar: iqtidorli bolalar, jamiyat a'zolari, psixologlar, ijodiy yondashuv, qobiliyat, psixologik-pedagogik yordam.

INTRODUCTION

The process of identifying, teaching and developing talented children is one of the most important tasks of modern national education. The urgency of working with gifted children is determined by several factors: society's understanding of "human potential" as the most important condition and main source of its development; acceleration of life dynamics, increase of information and emotional stress in a person, various problems, the solution of which requires huge intellectual efforts; society's requirements for the professional activity of a person who must be creative, active, socially responsible, have a developed intellect, higher education, etc. Psychological and pedagogical work with talented children plays a special role in the formation of such a person.

According to our data, 62.3% of teachers and 68.6% of parents believe that "the school is in a deep crisis" and that it needs radical change. 71.5% of parents believe that the school needs to change its attitude towards the student in the first place. Only 16.2 percent of teachers point out that the processes that have taken place in school in recent years are related to the optimization of child development.

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In such an environment, it is difficult to talk about a special system of school work with a category of gifted children. The situation is aggravated by the contradictions that have accumulated so far: between the growing demands on the formation of an educated, intellectually advanced, creative personality and the reluctance of the education system to solve this problem; Between the collective nature of the organization of the learning process in school and the specific individual nature of teaching; Between the purposeful influence of "adult" culture and the spontaneous emergence of child development, its individuality; Between parental expectations and real teaching practices. Resolving these and other conflicts is not just a matter of school effort. A comprehensive approach to problem solving is required. An important role in this process can be played by additional general education, in which the implementation of a model of creative development of a gifted child, systematic work with gifted children within a particular area is the most realistic.

To date, many issues related to the teaching and development of talented children in the context of additional education have not been well explored. This applies to the psychological-pedagogical diagnosis of children's talent, the influence of certain socio-psychological factors on the manifestation and development of mental ability. Specific issues of pedagogical work with talented children in the context of additional education, content, forms and methods of their development, identification of the most effective pedagogical technologies, etc. In addition, the practice of working with talented children is constant due to the diversity of talent, different theoretical approaches and methods of its study, the variability of modern education, as well as very few professionals who are professionally and personally ready to work with gifted people, indicates the pedagogical and psychological difficulties that arise. Psychological and pedagogical support for the learning and development of talented children in the context of additional education, if the following results can be achieved:

- Children's talentedness is considered from the standpoint of a comprehensive approach to the interrelationship of three components;
- Identification, learning and development;
- Based on the scientific criteria of talent;
- Objective diagnosis of children's talent has been developed and is widely used;
- The basic principles of the organization of education for gifted school students, including the structure of additional general education, are revealed;
- Structures in the purposeful and functional form of additional general education provide the necessary conditions for the continuous development of a gifted child;

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- The psychological, pedagogical and didactic bases of the processes of teaching and development of a gifted child in an additional general education institution were identified;
- A leading condition for the development of a gifted child is a person-centered learning process that implements individual-oriented pedagogical technologies.

Relying on the opinions of A. Maslow, N. A. Bernstein, and other famous scientists, psychologist V.S. Yurkevich distinguished three laws of development of high abilities:

1. The development of abilities occurs only in the activity in which the positive emotions of the child occur.

2. For the development of skills it is necessary to constantly increase the level of complexity of the main activities of the child (educational and extracurricular activities).

3. For the activity to be developmental (both ability and personality of the child) it must be important for the child (in terms of internal motivation). The mission of the school is to create conditions for the development of abilities and personal qualities of students, which prepares students for lifelong learning in a market economy, ensures the competitiveness of future graduates in the labor market. The purpose of joint research work of teachers and students is to increase ICT competence, study the achievements of pedagogical science and test it in innovative activities, adaptation to society, the use of ICT in the creative self-development of the individual. Research activities are a means of teacher-student interaction.

In traditional education programs, the development of creativity and communication skills is usually not considered important. It only gives you the opportunity to acquire the necessary knowledge, skills and competencies. New approaches to the education of gifted children, computer-based educational and developmental programs, methods and forms of work using ICT are needed. In the process of working with students, a group of students is formed who compete with each other, trying to do the task as well as possible and earn the praise of the teacher. School teachers have three main tasks:

1. Develop a theoretical, practical-oriented system of working with gifted children.

2. Carrying out diagnostics and monitoring of students' abilities at school and creating an electronic database.

3. Career guidance of the obtained information by class teachers and its application in the daily work of a psychologist.

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The achievement of the set goals and objectives can be achieved only in the context of the integrity of the educational process, the greater use of students' classroom and extracurricular activities. Taking into account the age characteristics of students, as well as tasks for each stage of the content of education and upbringing of students, tasks are set: The first stage of education: identification and development of creative potential of primary school students; develop a sustainable interest in learning activities; formation of interest in research activities; formation of elements of independent activity; development of elements of figurative perception and imagination as a basis of creative activity; to form a positive attitude towards oneself and people; the world, life, the formation of a valuable attitude to society.

In the second stage of education: development of intellectual and creative potential of students; to form a stable motivation for learning and creative activity; mastering the elements of research activities; formation of the basis of independent activity; develop imagination; to form a valuable attitude to oneself as a person, to the person of people; formation of a valuable attitude to the world, life, society.

Objectives of the third stage of education: development of intellectual and creative activity of senior students; formation of sustainable motivation for learning and creative activity; formation of the need for independent education; mastering the methods of research activities; development of independent intellectual and creative activity; realization of figurative and imaginative abilities; to exercise a value attitude towards oneself and the individual as a person; the ability to understand life situations and their solutions. Work with talented students is carried out in the following areas: maximizing the intellectual, material and technical potential of the school in the organization of extracurricular and extracurricular creative activities of students: science clubs and hobby clubs; sports sections, computer art clubs; creative groups; theater studios; research work; preparation of Olympiad participants; individual lessons; Diagnosis of Talents in Children and Adolescents; Early awakening of students' interest and aptitude for research activities, serious preparation for this process; Fostering an active civic position, high moral qualities and spiritual culture.

The implementation of this work includes:

1. Development of the content of educational methods aimed at the student's experience of creative activity, which includes the following elements: comprehension, understanding of the hidden mechanisms of events, their causal relationship, the ability to predict the development of these events as; the ability to identify and pose a problem in understanding and analyzing evidence; be able to effectively transfer the acquired knowledge to research and development tasks;

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solve research and design problems on the basis of figurative, symbolic, meaningful analogies; change of images and ideas, their interpretation.

2. Strengthening the methodology and subject matter and its methods in students' learning activities.

3. The use of technical modeling as a basis for the creative application of scientific knowledge and the development of creative activity of students. The end result in education is determined not only by the level of complexity of the textual tasks, but also by the volume of the subject content, the duration of the creative activity.

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