

**MECHANISMS FOR WORKING WITH GIFTED YOUTH AND DEVELOPING THEIR
INTELLECTUAL AND CREATIVE CAPACITIES**

Panjiyeva Ruxshona Oybek qizi

3rd year student of Pedagogy,

International Innovation University,

Karshi city, Uzbekistan

Email: panjiyevvaruxshona2026@gmail.com

ABSTRACT

This article describes the mechanisms of working with gifted young people, their development characteristics and the specific aspects of an individual approach to them in the educational process.

Also, the development of the intellectual and creative potential of gifted children, methods of supporting them and effective pedagogical mechanisms, existing problems in working with them and their solutions are presented.

Keywords

gifted young people, personal development, intellect, intelligence, psychological diagnosis, psychological counseling, abilities and interests, psychologist teacher, socio-psychological problems, creativity, communication skills, pedagogical approaches.

As is known, in recent years, in the process of educational reforms and the rich intellectual heritage of the people, based on the priority of universal values, the development of measures and their implementation are being carried out with great intensity in educational institutions to develop the spiritual and moral qualities of students, strengthen the role of public organizations, neighborhoods, charitable and international funds in education, as well as in the spiritual, moral, intellectual and physical education of children and youth. In particular, the correct organization of work in educational institutions to create conditions for the development of personality is directly related to the correct organization of psychological services. The organization of psychological services in the education system involves the creation of appropriate educational, educational and spiritual conditions for the comprehensive development of the personality of the student, both spiritual, physical, moral and mental development, awareness of his/her own abilities and the manifestation of his/her abilities.

Indeed, the development of a state and the prosperity of society are largely measured by its intellectual potential. Because a country with a highly developed scientific worldview will undoubtedly always be advanced in all areas. We cannot say that the quality and effectiveness of all work carried out today on the development of creative intellectual potential is the required level. In this regard, based on the requirements of society and the state, it is necessary to successfully carry out work on the development of intellectual creative potential of young people in the educational process. This requires the use of psychological and pedagogical technologies in the educational process, and the introduction of innovative technologies in the educational process at the level of modern requirements. It is a complex process to apply a psychological or pedagogical method to the educational process for each student, based on his personal characteristics, in order to develop his intellectual creative potential. It is clear to all of us that

discovering talented young people from among children studying in educational institutions, identifying them and developing their abilities is one of the necessary pedagogical mechanisms, as a requirement of this era [1]. Therefore, since today's development of society is associated with gifted children, further expanding their knowledge base, raising them to be capable in all areas is considered a major task not only of the family, but also of the education system.

First of all, a gifted child is a child who combines general and special abilities, who differs from other children in many ways. In the educational process, a teacher-psychologist deals with such children, and this requires special attention. However, it is necessary for a psychologist to identify gifted children, deeply organize them, and implement measures for their development in cooperation with the teacher. Because today's rapidly changing society requires an even greater increase in the number of gifted students.

According to statistics, 20-25% of children in our country are classified as gifted. However, due to the lack of necessary support for the development of talents, only 2-5% of students become truly gifted. That is, problems such as slowness and neglect in the development and training process lead to the loss of 90% of the country's potential talent. For example, in European countries, it was found that about 30% of students expelled from school due to poor development and incompetence of students are actually gifted and even talented [2]. In fact, such students need to be provided with practical competent assistance with a different perspective and point of view from others. However, as we see, the fact that children's talents are not fully identified and organized in a short time leads to many negative results. Therefore, the good organization of psychological services in each educational institution is an important factor in identifying talented and gifted young people among schoolchildren, supporting them and developing their talents. Naturally, the question arises in this process. How can a psychologist organize this process?

Consequently, identifying gifted children is a continuous process, which is associated with a deep analysis of the development of this person. In particular, it is advisable for a psychologist to start working in the following areas:

1. Psychological diagnosis.
2. Psychological prevention.
3. Psychological counseling.
4. Psychological training.
5. Psychological health.
6. Support for gifted children.

In diagnostic work, initially observing the child, drawing up a portrait of a gifted child, studying his motives and interests. Determining in which area he has abilities and what his interests are. In preventive work, the psychologist aims to form a psychological culture between the teacher, parents and children. In the process of psychological counseling, the child should try to form a correct relationship between adults and peers, and teach the gifted child to behave freely among peers and the community. In psychological training, work is carried out aimed at introducing gifted children and adults to psychological knowledge. The psychologist's responsibilities also include maintaining the child's psychophysiological health, forming a positive self-concept in them, and further improving the quality of their academic performance.

A gifted child also has many socio-psychological problems. In particular, due to the high intellectual development of gifted children, they can absorb material faster and deeper than their peers, and they need slightly different teaching methods. One of the ways to solve these problems can be enrichment and acceleration. The practice of developing gifted students includes the development and implementation of special programs and educational materials aimed at teaching gifted children creativity, communication skills, and the formation of

leadership and other personal qualities that contribute to the future social realization of a creative person. In order to study such problems, know how to solve them, develop mechanisms for working with gifted young people, learn and professionally approach the process of individual work with them through creative thinking, each teacher-mentor must be specially trained and highly qualified. Teachers must not only understand the psychological characteristics of gifted students, but also be able to apply pedagogical methods correctly.

By improving the skills of teachers and updating their pedagogical knowledge, their effectiveness in teaching gifted students increases. Integrating various pedagogical approaches and methods in the teaching process helps to develop the potential of gifted students to the maximum. For example, this includes differential education, project-based learning, and the use of modern educational technologies [3]. Each child has his own unique talents. Someone has a talent for verbal and comprehension, or for arithmetic, etc. Often, gifted children are the source of their own problems. It is no secret to anyone how difficult the relationship between gifted children and their peers can be. In order to identify and support gifted individuals in a particular area, the necessary normative and legal framework is being created to create pedagogical, psychological, and social conditions, to increase their spiritual and intellectual development, and to develop their intellectual and creative abilities. The reforms being carried out in our republic are reflected in a number of documents. In particular, the Resolution of the President of the Republic of Uzbekistan No. PQ-4306 dated May 3, 2019 "On measures to identify talented youth and organize a continuous system of training highly qualified personnel" provides for the improvement of work with gifted children. World experience also pays great attention to the issue of giftedness. In leading countries of the world, such studies and organizations dealing with gifted children are active [4]. In particular, several programs for gifted children have been developed in European countries and the USA. These programs contribute to the development of their abilities.

In recent years, by working with gifted students in our country, educational institutions have been achieving the tasks set for themselves, namely, to help young people think independently, organize their leisure time, create a foundation for their acquisition of a profession, and encourage talented and creative students in cooperation with the mahalla, thereby expanding the ranks of gifted students. In this regard, today, in identifying and developing gifted young people, it is important to know the child from an early age, from primary school, to prepare him to develop his abilities and direct him to the field of his interest. Therefore, solving existing problems in education and creating opportunities suitable for modern education opens up a wide path for the development of the talents of the younger generation. Therefore, using an individual approach in educating gifted students in primary school gives much more effective results, and when working individually, the child has more opportunities to demonstrate his talents and develops quickly.

References / Список литературы

1. Nishonova Z.T. Further increasing the role of the teacher in the upbringing of creative independent thinking // Education and upbringing. – 2001. -№1-2 . -P. 40-42..
2. Davletshin M.G. et al. Ability and its diagnostics. -T.: Teacher, 1997.
3. Murodov S. Modern pedagogical approaches to the upbringing of gifted students. Tashkent, Publishing House of the National University of Uzbekistan. 2020.
4. Musayev J. Developing the potential of students to think independently. Monograph. T.: Sharq, 2010. 252 p.