

SPECIFICITY OF TRAINING FUTURE TEACHERS TO WORK WITH GIFTED CHILDREN IN THE SECONDARY EDUCATIONAL SCHOOL

Mirzayeva Farokhat Odilzhonova.

Associate Professor of Tashkent State Pedagogical University Named After Nizami

ABSTRACT

The article deals with specific features of preparation of future teachers to work with gifted children in secondary educational institution aimed at the formation of professional and personal position of the teacher; complex psycho-pedagogical and professional and personal character of teachers' education; the creation of a counseling system and training for teachers.

Keywords: teacher, gifted children, counseling and training system.

INTRODUCTION

At the present stage of development of the Republic of Uzbekistan it has never been demanded a creative person, able to play an active role in the socio-economic and spiritual development. The identification and development of talented and gifted children is one of the primary tasks of the social state, which is reflected in the National Programme, the relevant provisions of the Law "On education".

A major role in the development of gifted students belongs to the teachers of secondary educational institutions. In this regard, the issue of teacher training is in research, diagnostics, testing methods and tools for implementing creative and active capacity of able students is relevant and meets the objectives of the reform of education in the Republic of Uzbekistan.

Preparation of the teacher to work with gifted children has many aspects and includes the solution to several problems.

1. Creation of informational and methodological support for the preparation of the teacher and his subsequent work with gifted children.
2. The organization of theoretical training of teachers on the diagnosis of giftedness, choosing the right strategies for working with gifted child, creation of conditions for the disclosure of giftedness.
3. The workshop on mastering the skills of working with gifted children and the development of specific educational technologies, techniques and methods of training and development of these children.
4. Introduction of teachers already gained the advanced pedagogical experience in this field.

Studies have shown that it is the children with high intelligence, which are most in need of "new teacher". Benjamin Bloom distinguishes three types of teachers, whose job is equally important for the development of gifted students:

-Teacher, introducing the child within the scope of the subject and creating an atmosphere of emotional involvement, exciting interest in the subject;

-Teacher, who forms the foundation skills, practiced with the child enforcement technique;

-Teacher, outputting highly gifted children at the level [5].

The combination of features in a single person, ensuring the development of gifted child in all of these aspects, is extremely rare.

In the preparation of teachers to work with gifted children, you must develop a strategy to carry out the selection of the content, forms and methods that will ensure the establishment and development of basic and specific components of the teacher's professional development.

Process of such training should be directed not only to the formation of appropriate skills, but also on the development of personal qualities necessary for organizing and carrying out work to identify and support gifted children [1].

Specificity of training teachers to work with gifted children must meet a number of requirements:

-The formation of professional and personal position of the teacher. Taking into account the psychological, didactic and other features of the training and development of gifted children, the basic requirement for the preparation of teachers to work with them is to change the pedagogical consciousness;

-A comprehensive psycho-pedagogical and professional and personal character of teacher's education;

-The creation of a counseling system and training for teachers. This form is effective to form the necessary skills of self-knowledge, self-control and self-development needs;

-The creation of psycho-pedagogical conditions for the development of professional skills [1].

In preparing future teachers to work with gifted children it should be borne in mind that in an educational institution in charge of the class a teacher, who coordinates the work of all individual persons interested in the fate of a gifted student. This subject teacher, heads of circles, sections, a psychologist, school administration, provide the necessary communication, communication with parents.

However, due to the upbringing and education of gifted children the formation of a new type of teacher is required, who will not only carry out educational functions, but also know how to meet the requirements of society and a changing society in a timely manner.

Therefore, there is an expansion of the role and functions of the teacher as the class leader. In the class teacher becomes necessary to perform such roles as tutor, moderator, and facilitator. The tutor is a mentor, mediator, a person who learns to solve problems on his or her own. This position, accompanying, supporting the process of working with gifted children.

To work with gifted children several types of tutoring should be prepared.

-Training tutor deals with gifted children.

-Tutor in research accompanies and promotes the development of the activity of students of technology.

-Tutor in the project activity is developing with pupils writing projects technology, posing problems, vision problems in society, as well as options to find ways and means to address them.

-Tutor-psychologist forms a psychologically comfortable environment for school students and teachers.

-Tutor for self-determination motivates students to achieve the desired, claimed result [4, p. 24]. Tutor's work with gifted children differs at the education levels: elementary, secondary and high school. Therefore, the training of teachers should be considered more thoroughly, psycho-pedagogical characteristics of children of different ages should be studied. This is facilitated by such disciplines as "Developmental Psychology", "Age pedagogy", "Psychology of preschool age", "Psychology of primary school-age children", "Psychology of adolescence", "Psycho-pedagogical

interaction of participants of the educational process". The second part, to which teachers are prepared, is associated with moderation. Moderation is a form of support of gifted children in the group. Moderator accompanied by the interaction management process in the group and is responsible for compliance with the established norms and rules of conduct [3, p.24].

News moderator work with gifted children – it means, first the ability to listen, communicate, reconcile, smooth and gently guide. The work of the teacher-moderator techniques is key to encourage students to work and activity; identify problems and expectations; produce and use the experience and expertise; organize the process of participation and self-organization; work out an action or actions samples; establish climate friendly cooperation.

Today moderation is an effective technology that can significantly improve the efficiency and quality of work with gifted children.

The third role emerges as professionally important quality of personality of teacher facilitation, meaning "facilitate", which in the modern educational system for the disclosure of the role and importance of the teacher. The teacher-facilitator facilitates greater efficiency of education and the development of work with gifted children at the expense of a special communication style and personality of the teacher.

The structure of the key qualifications of the teacher-facilitator should include:

Pedagogical humanism, accession to the emotional state of gifted students, empathy and assistance in overcoming negative emotions and difficulties;

Excess of professional pedagogical activity, readiness and the need for innovation, creative initiative [3, p. 24].

Thus, the preparation of the teacher to the new features of teacher-tutor, teacher-moderator and teacher-facilitator is needed to fulfill the social order of society.

There is a need to develop evidence-based strategies of the preparation, maintenance and support of teachers, educators.

It is not just about the design and implementation of a pedagogical process of organizational forms, technological rhythms and methods of working with teaching staff for gifted children, but also for the establishment of such algorithms of professional activity, which would allow him to become a creative, self-developing person having the system look at pedagogical activity. Increased requirements for professional knowledge, skills and significant personal qualities of the teacher when working with gifted children indicate the need for additional training at the stage of training future teachers in higher education.

REFERENCES

1. Габдулхаков, В. Ф. Одаренный ребенок и талантливый педагог: индикаторы профессионального мастерства педагога в контексте детерминантов одаренности и девиации / В. Ф. Габдулхаков. – Казань : Казанский (Приволжский) федеральный университет, 2013. – 258 с.
2. Димухаметов, Р. С. Настольная книга фасилитатора: учеб. / Р. С. Димухаметов. – Челябинск, 2010. – 337 с.
3. Евсеенко, Г. Н. Модерация как инновационная педагогическая технология: методическая разработка учебного занятия по повышению квалификации преподавателей / Г. Н. Евсеенко. – Ростов-на-Дону : ГОУ СПО «РКСИ», 2008. – 16 с.

4. Ковалева, Т. М. «Основы тьюторского сопровождения в общем образовании» : лекции 5–8 / Т. М. Ковалева. – М. : Педагогический университет «Первое сентября», 2010. – 64 с.
5. Blum, B. Handbook on formative and summative evaluation of student learning / B. Blum, J. Hastings, G. Madaus. – McGraw-Hili, inc., 1971. Материал поступил в редакцию 20.06.16.