

**IMPROVING THE TECHNOLOGY OF WORKING WITH GIFTED CHILDREN.
PEDAGOGICAL EXPERIENCE OF WORKING WITH GIFTED CHILDREN: PROMISING
AND METHODS OF WORK**

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ABSTRACT

One of the most interesting and mysterious phenomena of nature is children's talent. Interest in it is currently very high, and this is due to public needs. And, above all, the need of society for an extraordinary creative personality. After all, it is highly gifted people who are able to make their greatest contribution to the development of society. The paper is devoted to the problem of creating a system of training of future teachers for work with gifted schoolchildren in mathematics. The authors analyze the existing curricula and basic professional educational programs for the preparation of Bachelors in the directions of training "Pedagogical Education" and "Mathematics and Computer Science" in terms of ensuring the professional competencies of future teachers for the work in the conditions of existence of a professional standard. The authors propose a technology for preparation of students, involved the production of Bachelors with high competencies in the field of working with gifted children in mathematics. The purpose of the article is to analyze the actual level of Bachelor's training for working with gifted children in mathematics and, on this basis, to present the developed system of training future teachers for work with gifted schoolchildren in mathematics.

Keywords: Gifted children; mathematical giftedness; professional training of future teachers, professional standard; competences.

THE CURRICULUM FOR GIFTED CHILDREN

“Gifted children need less drill to master them on fundamental processes. Notice, at what points they merely marking time, what lessons finished early. Arid at what time he opens library book or show signs of restless or boredom. On this basis find time for enrichment. Give special attention and stimulate in ordinary class and give some high or difficult home task. Reorganize the curriculum with pupil-teacher planning as ambitious and rich, which can sustain interest in school work and stimulate their mental capacities”.

The priority direction of Russia’s modern social policy is the modernization of all levels of education. Representatives of the society are involved in creating educational standards, updating the infrastructure and content of education, assessing the effectiveness of the work of educational organizations. The Concept of the Development of Mathematical Education, adopted in Russia in 2013, determined the need for the organization of purposeful and systematic work of teachers to identify and develop gifted schoolchildren in this field (Concept of Development of Mathematical Education, 2013). It is noted in the concept that "... mathematics occupies a special place in science, culture and social life, being one of the most important components of the world scientific and technological progress. The study of mathematics plays a system-forming role in education, developing the cognitive abilities of the

person, including logical thinking, influencing the mastering of other disciplines. Quality mathematical education is necessary for everyone for his/her successful life in modern society". This article covers the main place of small business and business in today's market economy. Including scientifically analyzed the development of small business and business, and the legal basis, at this time financially support small business and business, the latter is amended and the rules for this branch of national legislation are added.

SPECIAL TEACHING METHODS

The following methods of teaching are used of gifted children:

- i. Individual enrichment - Arrange enrichment activity which the gifted student can carry out by himself at his desk.
- ii. Group oriented method - Development enrichment spontaneously out of the units and committee work of the whole class.
- iii. Variety of teaching methods can be used. Give reference material, thoughtful questions and home assignment of higher difficulty, which are appropriate for gifted students should be used.
- iv. Establishing the higher goals for gifted pupil.
- v. Stimulating individual research.
- vi. Assigning the project to use potential of the child e.g. home projects in agriculture-which provide more rich experience.
- vii. Special project for gifted students.
- viii. Establishing objectives and selecting appropriate techniques.
- ix. To provide the awareness to the gifted students about the plans and programmes and their potentialities.
- x. Flexibility in teaching units.

Solving theoretical and practical problems of organization of the educational process with gifted children in mathematics in the educational organization is gaining a greater significance in connection with humanization and democratization, the growing role and importance of protecting human rights and freedoms, the development of market relations. Therefore, for the effective organization of the educational process with gifted children in mathematics, the future teacher needs a deep understanding of the pedagogical and psychological foundations of the organization of the educational process with them. Although these mechanisms are still poorly understood, the already available research results can significantly expand the teacher's abilities to create conditions fostering the formation of the interest of the members of the collective in the productive work of the organization (Çalışkan, 2015).

The research methodology is based on the system of basic principles, methods and concepts of the psychological and pedagogical theory of mathematical giftedness; includes the notion of "mathematical giftedness"; the concept of the development of mathematical education; the principle of an integrated typological approach to the study of abilities and individuality. To solve the problem of the present paper, the methods of theoretical analysis and generalization of the results of completed studies in the field of mathematical giftedness were applied; empirical methods (content analysis of curricula and basic professional educational training programs, tests to determine the readiness and inclination of the teacher to work with gifted

children) (Erbilgin, 2017). A study of the preparation of future teachers for work with gifted schoolchildren in mathematics was conducted at the Elabuga Institute of the Kazan Federal University in November 2017. In the study, 125 students participated of the 2nd, 3rd and 4th year of study in the field of training 44.03.05 "Pedagogical Education" for the profiles "Mathematics and Physics" and "Mathematics of Informatics". The following methods were used for the study: Theoretical methods allowed specifying the definition of the concept of "mathematical giftedness" and identifying the problem associated with the professional preparation of the teacher to work with gifted students in mathematics. The method of concretizing the content of the principle of a complex typological approach to the study of abilities and individuality is in the foundation of the consideration of the curriculum and the basic professional education program (BPEP) for the preparation of Bachelors from the position of the main document sources designed to provide quality vocational training of teachers to work with the mathematical talent of students. An analysis was performed of the curriculum and the basic professional educational program in the direction of training 44.03.05 "Pedagogical Education" for the profiles of training "Mathematics and Physics" and "Mathematics and Informatics". Thus, the professional training of future mathematics teachers to work with gifted children requires adjustment and improvement. This can be organized both at the stage of training in the higher education institution, and at the stage of post-graduate practical work of teachers. The problem of professional training is related to the need to prepare students for the specifics and characteristics of teaching gifted children directly in the subject area, adequately to the psychological characteristics of mathematically gifted children. The professional standard of the teacher will require from the teacher of mathematics the mastering of certain labor actions of teaching students with different educational needs – gifted children; socially vulnerable children; children in difficult life situations; migrant children; orphans; children with special educational needs (autistics, children with attention deficit disorder and hyperactivity, etc.); children with disabilities; children with behavioral deviations; children with addiction problems (Liu et al., 2017). Therefore, the task of professional training in the higher education institution of the future teacher is related to the need to develop the level of possession of certain competencies and relevant labor functions. The use of active learning technologies, different in form of the organization of the educational process, will improve the quality of preparation for the future mathematics teacher. However, from the authors' point of view, the most important is that in each academic discipline the student learns to perceive him/herself as a teacher at the lesson in school and simulate how he/she will teach schoolchildren with different levels of mathematical readiness.

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