



## **IDENTIFYING AND DEVELOPING THE TALENT OF PRIMARY CLASS STUDENTS**

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**ANNOTATION.** In this article, the identification and development of the talent of primary school students, the unique activity of the child, the formation of individual talent, types of talent, special talent, ability, potential talent, obvious talent, hidden talent, education, intellectual opportunities, education and development of gifted students are described.

**Key words:** student, talent, ability, upbringing, education.

Modern education requires as its priority the recognition of the personality of the student as the main subject of Education. Setting this goal is important when it comes to gifted children who are of particular importance to society. Researchers of the development of modern education B. M. BimBad, B. S. Gershunsky, V. I. Zagvyazinsky, V. A. Karakovsky, M. M. Potashnik and others believe that the school, teachers have now faced the problem of providing education as a whole. In addition, the dependence of life on Earth on the human mind is becoming more and more obvious. For a modern school, it can be noted that the issues of Education, Development and upbringing of gifted children are of particular importance. Today, the problem of raising such children is directly related to the new conditions and requirements of a rapidly changing world, which gave rise to the idea of organizing targeted education for people of clear abilities in a particular field of activity. The choice of gifted students as a priority of pedagogical activity and the organization of their educational and educational activities, the education and development of gifted students is one of the pressing issues today. An example of this is the decision of the president of the Republic of Uzbekistan “on measures to identify talented youth and organize a continuous system of training of highly qualified personnel” of May 3, 2019 PQ-4306. In particular, " consistent measures are being implemented in our country to support promising young people, to realize their talent, to create additional conditions for the effective establishment of R & D and innovative activities. At the same time, there is a need to improve the passion and intellectual potential of the growing younger generation for the acquisition of science, as well



as the continuous system of identifying talented young people and training highly qualified personnel in order to further enhance the prestige of our country in the international arena” [1].

Talent is a systematically developing quality of the human psyche throughout life, determined by the fact that a person has the opportunity to achieve high results in one or more areas compared to other people. "Talent “is Arabic for” be able“,” Be Able", a concept that means the creative nature and mental activity of a person, and talented young people are also characterized by such qualities as striving for a goal, perseverance and hard work, as well as the strength of their desire to engage in creative activities. The main purpose of the search, identification and education of gifted students is to prepare young people with intellectual potential, developing the scientific and creative potential of the Republic. In psychological dictionaries, the concept of "talent" is defined as follows:

1) Talent is a kind of harmonization of abilities that ensure the successful implementation of this activity;

2) Talent is-general abilities that determine the scope, level of activity and specificity of a person's capabilities;

3) talent is-one whole individual description of mental potential, educational ability and cognitive capabilities;

4) talent is-abilities endowed by nature, the degrees of originality and manifestation of their natural basis;

5) talent is – talent, the presence of internal opportunities and conditions for high results in activities [3]. Consider problematic issues that depend on the general ability of the child and are undoubtedly the opposite of the positive qualities of the existing original developing personality. The first group of existing problems is associated with the negative personality-behavioral aspects of a gifted child, among which the following can be noted: - egocentrism and inability to stand the other person's point of view, especially if he is intellectually vulnerable; - hostility to school when the curriculum is boring and uninteresting; - poor physical development compared to peers, as a capable child prefers intellectual aspirations; - the culture of communication and the lack of desire of the interlocutor to end his opinion, since he understands the essence of the problem from the first words; - the desire to stop and correct the interlocutor during the conversation, if he makes a logical mistake or does not emphasize words; - always wanting to be right in a dispute due to disagreement and the ability not to compromise; - the desire to command his peers-otherwise he will get bored with them. These problems, or in other words, the



unattractive personal characteristics of a gifted child, cause a complex of socio-psychological difficulties that make it difficult for the teacher to work with such a child, often leading to malfunctioning symptoms. Socio-psychological, communicative difficulties can be described as follows.

A gifted child is a child who is bright, clear, sometimes distinguished by outstanding achievements (or has internal conditions for such achievements) in one or another type of activity. Among the criteria for distinguishing the types of talent are the following::

- 1) types of activities of gifted children and areas of the psyche that provide it
- 2) the degree of formation of talent
- 3) the form of manifestation of talent
- 4) the breadth of manifestations in different activities
- 5) features of age development

Types of talent: - In practice (talented in crafts, sports and organization). - In theoretical activities (different types of activities depending on the content of the topic intellectual talent). -In artistic and aesthetic activities (choreographic, literary-poetic, visual and musical). - In communicative activity (understanding other people, constructive with them leadership characterized by the ability to build relationships, lead ability). - In the activity of spiritual values (in the creation of new spiritual values and talent that manifests itself in serving people). People of general abilities have high intellectual capabilities, quickly find a solution to a problem or any issue, creative in their activities it is distinguished by its approach. General (mental) ability (to different types of activities relatively manifested and serve as the basis of their productivity). Mental activity and self-control are its main conditions. General talent determines the level of understanding of what is happening, the depth of motivational and fiscal involvement in the activity, its degree of purposefulness.

Special talent (manifested in specific activities and to specific areas (poem, talent in the field of music, painting, mathematics, sports, leadership and social interaction - social talent, etc.) is relatively determined). Holders of special abilities - those who have the ability to any specific type of activity (for example, mathematics, music, drawing, playing chess, sports), and prefer to engage in this activity. Gifted children it is common and special they are children who embody abilities. They are the following of the other children they are distinguished by their symptoms: - curiosity; - always the answer to different questions; - rapid development of speech, thinking, memory; -interest in music, drawing, reading books, computer and computer games, mathematics from an early age; - high levels



of cognitive activity and learning activities; - purposefulness and originality in modern computer technology; - productivity of thinking [8]. From a pedagogical point of view, general and special abilities depend on important aspects, taking into account age periods. Early age periods-at preschool and junior school age, talent can be seen and developed as a general and universal ability. Over time, this-general ability sets a certain direction, having its own characteristics. At this time, it will be necessary to pay attention to the extent to which this talent is manifested by the child.

An ability that is clearly manifested, that is, noticed by a psychologist, educator, parents-Actual, an ability that is not noticed by those around them-is called a potential ability [3]. Educational programs for gifted children provide an unusually high level of development of thought processes, psychological and personal development, improvement of creative abilities and, of course, a high level of mastery of knowledge, skills and abilities. A gifted child is a harmonious combination of relationships: communicative, intellectual, informational, hissy and personal qualities. Ignoring any area of a child's relationship affects the harmony of his development. High intelligence or academic ability, practice and scientific analysis show that it does not guarantee success not only in adulthood, but also in the process of studying at school. Therefore, it is very important that didactic constructions arise from an understanding of the unity and complexity of the personality of a gifted child.

Therefore, the educational process for gifted children requires the creation of a special educational environment.

1) should serve as a means of opening and developing the natural inclinations of gifted children (the environment should be as diverse as possible, both in content and in methods of activity);

2) it should become a tool that allows children with a situational type of talent to experience a state of creative action (the environment should be saturated with situations that help to enter into a creative State, positive emotional reinforcement is mandatory during performance. task);

3) should be a means of satisfying the need for selected activities, a means of personal self-affirmation, a means of introducing universal values for children with personal talents (the environment should be as rich as possible). from the point of view of moral and ethical ideas about the content of the topic and universal values).

This developing environment, as a central part of the educational process, combines various educational beliefs, their elements, educational material and subjects of the educational process. The most difficult is the harmonious formation

of the subjectivity of the teacher and the gifted child, since the student cannot automatically become a subject of educational activity [5].

From the above points, the identification of the capabilities and interests of students from the lower stages of the system of continuing education and the organization of educational content on this basis is one of the main factors that ensure the development of goal-oriented activities, realize intelligence and knowledge. The radical transformation of the educational system, the formation of a harmonious person has become one of the pressing issues that determine our future destiny.

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