

## Features of Working with Gifted Children in Primary School

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**Abstract:** The article provides an analysis of the forms and methods of working with gifted children in elementary school. The importance and competence of working with gifted children is noted.

**Key words:** Competence, formation, development, primary school, teacher, student, giftedness, form, method

Primary school age is a period of absorption, accumulation and assimilation of knowledge, which means that the most important problem of our society is the preservation and development of giftedness. The primary task of a primary school teacher is to promote the development of each individual. Therefore, it is important to establish the level of abilities and their diversity in our children, but it is equally important to be able to correctly carry out their development.

Gifted children clearly demonstrate the need for research and search activity - this is one of the conditions that allows students to immerse themselves in the creative learning process and fosters in them a thirst for knowledge, a desire for discovery, active mental work, and self-knowledge. In the educational process, the development of a gifted child should be considered as the development of his internal activity potential, the ability to be an author, a creator, an active creator of his life, be able to set a goal, look for ways to achieve it, be capable of free choice and responsibility for it, and make the most of his abilities. [4, p.57]

That is why the methods and forms of the teacher's work should contribute to solving the designated task. For this category of children, the preferred working methods are:

-research; -partially search; -problem; -projective;

Forms of work: - classroom work (work in pairs, small groups), multi-level tasks, creative tasks; - consultation on the problem that has arisen; - discussion; - games.

Very important:

-subject Olympiads; -intellectual marathons; -various competitions and quizzes; -verbal games and fun; -projects on various topics; -role-playing games; - individual creative tasks.

The system of working with gifted children includes the following components:

- identification of gifted children;
- development of creative abilities in the classroom;
- development of abilities in extracurricular activities (olympiads, competitions, individual work);
- creating conditions for the comprehensive development of gifted children.

The teacher begins working with gifted students by diagnosing giftedness. Observation of schoolchildren is carried out during class and extracurricular activities. It allows you to identify the inclinations, abilities and interests of students. The teacher should also rely on the research of a school psychologist who uses methods to determine the level of intellectual development and creative inclinations of schoolchildren. It should be noted that important in working with gifted children is not only timely diagnosis and selection, but also ensuring their further development. The success of working with them largely depends on how work with this category of students is organized.

At this stage, classroom and extracurricular work is structured in such a way that the child can demonstrate his capabilities in a variety of areas of activity, and is aimed at developing the creative and cognitive abilities of students. The main task of the teacher is to structure the entire educational process and its psychological support in such a way as to take into account any individual characteristics of children, support the child and develop his abilities, and prepare the ground for these abilities to be realized.

The teacher must remember that no two children are alike: each has something of their own, something that sets them apart from the crowd and makes them unique. For one, this is the ability to quickly and without errors solve mathematical problems, for another, the ability to draw, for a third, golden hands, for a fourth, a predisposition to sports success, for a fifth, organizational skills. In a word, our attention to gifted children should organically fit into the image of the world of any child and be completely natural for him. [6, p.137]

When raising a gifted child, it is necessary that curiosity develops in time into a love of knowledge - "curiosity", and the latter into a stable "cognitive need". The ability to see a problem where others do not see any difficulties, where everything seems clear, is one of the most important qualities that distinguishes a true creator from a mediocre person. One of the leading qualities characteristic of a gifted child is hypersensitivity to problems. [5, p.19]

Taking into account the psychological characteristics of gifted children, a situation of cognitive difficulty should always be created in school classes, in which younger schoolchildren are faced with the need to independently use one or more mental operations to study a new topic: analysis, synthesis, comparison, analogy, generalization. This technology makes it possible to organize active independent activity of students, resulting in the creative acquisition of knowledge, abilities, skills and the development of thinking abilities.

Individual differences in gifted people are found mainly in the direction of their interests. Some people, for example, focus on mathematics, others on history, and others on social work. Further development of abilities occurs in specific activities.

One of the forms of work with gifted children is the research activity of students, which contributes to the formation of consciousness, self-awareness and individuality of a person, as well as the formation of motivation to acquire new knowledge. By taking part in a school scientific and practical conference, students have the opportunity to demonstrate not only their intellectual abilities, but also the ability to competently present their work, speak in front of an audience, and defend their point of view.

Lessons on the surrounding world, the Russian language, mathematics, literary reading, art, music, technology help to maximize the differentiation of learning, an individual approach, using different methods of work: - observation, experiment, research, working with scientific literature, with dictionaries. Much attention in classes is paid to discussion of various situations, group discussions, creative self-expression, self-testing and group testing. Research lessons make it possible to solve serious problematic issues and research tasks, and a child's craving for "secrets" turns him into a

“researcher.” The success of completing such tasks creates “intellectual” joy and positive emotions.

In order to support interest in the subject and develop the natural inclinations of students, creative tasks, entertaining experiments, materials and tasks in mathematics, the environment, the Russian language, and advanced literature are used. Contests, quizzes, intellectual games, competitions, “brainstorming”, “blitz-tournaments” are held, logic search tasks and non-standard tasks are used, where everyone can show their abilities.

One of the forms of work with gifted children in schools in Nukus is design. The project method represents a method of teaching that can be described as “learning by doing,” when the student is directly involved in the active cognitive process, independently formulates an educational problem, collects the necessary information, plans possible solutions to the problem, draws conclusions, and analyzes his or her activities. , forming new knowledge “brick by brick” and acquiring new educational life experience. This method is used at various stages of training when working with students and when working with material of varying complexity. The method adapts to the characteristics of almost every academic subject and in this aspect bears the features of universality. One of the forms of working with gifted children is their participation in quizzes and olympiads. Competitions and conferences at various levels for students are called “the start into science, into life,” and preparation for this very start should begin in elementary school.

Fundamentally significant in organizing the educational process with gifted students is the use of information and communication technologies at all stages of the learning process: when learning new material, consolidating, repeating, monitoring. These technologies have become widespread in primary schools and are successfully used in all academic subjects.

All of the above is just a brief description of the methods and techniques of working with gifted children. Of course, working with gifted children is difficult, but it is rich in developmental ideas - not only for students, but also for teachers and parents.

Properly organized and systematically carried out activities for the development of giftedness develop in students the desire for intellectual self-improvement and self-development, develop creative abilities, and skills in design and research activities. It is important that work with gifted children revitalizes and supports a sense of independence, courage in deviating from the generally accepted pattern, and searching for a new way of solving.

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