

DEVELOPMENT OF CREATIVE CREATIVITY OF GIFTED STUDENTS OF SECONDARY SCHOOL

Malika Makhmudzhanovna Abdullayeva

Doctor of Philosophical Sciences (PhD) in Pedagogy, Deputy Director for Academic Affairs at the State Special Educational School No. 300, Tashkent, Uzbekistan.

Abstract. Nowadays, the problem of teaching the gifted is directly related to the new conditions and requirements of a rapidly changing world, which has given rise to the idea of organizing targeted education for people with pronounced abilities in a particular field of knowledge. This research paper provides a methodology for working with gifted children in a secondary school.

Keywords: creativity, gifted children, intelligence, motivation, secondary school.

Introduction.

The strategy for the development of variant education in our country is aimed at the transition from an adaptive-disciplinary model of unified education to a student-oriented child-centric model. At present, institutions such as gymnasium, lyceum, vocational institution, etc. are becoming an increasingly common form of innovation in the field of education. Such structures are aimed at gradual renewal, partial change and some rationalization of the educational and upbringing process [1-3].

However, the complex and unstable socio-economic situation of the transitional period of the development of the state creates, on the one hand, certain difficulties in achieving the intended goals, and on the other hand, the desire not to lose the pace of movement towards the information society of the coming century necessitates the creation of appropriate prerequisites for expanding the possibilities of competent choice the personality of their life path and self-development in the development of the educational space.

Under these conditions, the issue of gifted, talented children is especially acute that creative potential of society, which is called upon to ensure scientific, technical, spiritual and moral progress in the future, the development of all areas of practical activity, social life and culture. They may turn out to be unclaimed in the absence of a targeted program and organizational structure for the search, training and education of students with increased creative abilities and opportunities.

In this regard, it becomes very relevant and expedient to develop a specific model that would provide for both the unification of all efforts to solve the stated problem and the creation of an appropriate educational system and a mechanism for achieving the goals set.

Methods of research.

Currently, there are several distinct trends that reflect the world practice of working with gifted children:

1. Work with gifted children is a priority state and social task. Working with gifted children is a priority both for the United States and for Asia, and today Europe has begun to catch up with these regions. The world has understood the importance and even the inevitability of this work, and now there are already all signs of competition for that "inalienable capital", which is human talent. All spheres of society are gradually involved in work with gifted children: power structures, different strata of society and, of course, that part of society that can be designated as «Spiritual elite».

2. A creative product is the essence of expectations from gifted people. It should be noted that with all the differences in concepts, opinions and national strategies, what is important is not giftedness in itself as a high level of development of abilities and personality, but the orientation of the individual to create a new product. The final innovative result is important.

3. Movement in all areas of work with gifted children and youth. Work with gifted children is currently being carried out in many areas. Of considerable interest to researchers and practitioners are different types (kinds) of giftedness, including social and emotional, practical, and especially artistic. Apparently, we can confidently talk about overcoming the old, cognitive model of giftedness, which held back progress in this area.

4. "Invisible College" of the world. This trend has not yet fully formed, but it is already obvious - now there are steadily existing:

- constant exchange between countries of experience in working with gifted children;
- training of gifted foreign pupils and students;
- open publication of the sharpest and freshest materials in almost all areas of work in this field of science and practice;
- international conferences of scientists, gathering a large number of specialists;
- summer and winter schools for gifted students of different nationalities, competitions and much more necessary for cooperation.

A kind of global "invisible college" has emerged across the spectrum of giftedness issues.

5. Technological approach: play for a fall. Currently, in working with gifted children, they are increasingly trying to apply a special way of working, which can be defined as a technological approach to the problem of identifying, developing and supporting gifted children.

The education of a gifted child at school can be represented as "sums of technologies". The school aims to give each student a certain amount of "cultural property" and at the end of the training issues a document certifying the possession of at least a part of this property.

The school also wants clarity and certainty and, in fact, has long since found technological ways to work with gifted children.

An analysis of foreign experience shows that all countries need a radical restructuring of the education system, which would allow a gifted child to freely express his own characteristics, develop as a unique personality by virtue of his talent.

Working towards identifying and supporting gifted children, pedagogical teams and individual teachers develop innovative programs, select optimal technological conditions, and identify effective psychological and methodological tools when working with gifted children, but such experience often remains local, fragmented, non-systemic, non-network.

The main problem is that at the moment there are no mechanisms developed at the regional level to coordinate:

- practices of working with gifted children in subject communities of teachers;
- effective innovative experience of educational institutions;
- increment of innovative experience and its appropriation by teachers of schools and institutions of additional education;
- active dissemination of successful practices into the general educational space;
- approbation of the best practices at the regional level through regional innovation platforms and identification of the most effective of them.

Within the framework of regional education systems, some experience has been accumulated in supporting gifted children: forms of searching for and supporting talented children and predicting ways for their successful development are being improved; systems of social and pedagogical support for gifted children are being created, traditional and innovative forms of work with them are being implemented; the integration of educational institutions of various types in matters of work with gifted children is carried out; various forms of motivation of the public of the region to work with gifted students are being introduced; conditions are being created for the organization of basic and experimental sites, innovative programs for working with gifted children are being developed and implemented, etc.

At the regional level, several basic formats can be identified in support of the idea of developing gifted children, the initiation of which will ensure earlier and large-scale (starting from primary school) identification of gifted children in various types of activities, and hence their targeted support:

- formation of a regional data bank of intellectually gifted children with the aim of systematic further support of these children with the participation of leading enterprises of the region as customers for intellectual projects of children;
- creation of specialized educational organizations for intellectually, sports and creatively gifted children;
- organization of regional scientific and methodological centers for work with gifted children;
- organization of a project group to replicate the experience of the educational center "Sirius" for the system of additional education;
- creation on the basis of institutions of additional education of the regions of part-time schools, intensive educational courses, schools of olympiad training, etc.;
- creation of specialized institutions for gifted children at national research universities;
- strengthening of centers for pre-profile training and career guidance.

The formation of a clear order regarding support and accompaniment of gifted children in the region in the context of ensuring social and economic benefits in the innovative development of the region will create conditions for combining the efforts of the school, college, university and employer.

A well-established system of diagnostic procedures and methods aimed at identifying gifted children in an educational institution will also help to build appropriate work with gifted children.

When creating a system of work with gifted students, a well-thought-out program for monitoring their success in society is needed, which is available to potential employers.

Results.

Interdepartmental and intra-industry coordination of activities in work with gifted children, competent organization of tutor support for gifted and highly motivated children in an individual development trajectory will ensure success in their support at the regional level.

Educational organizations must be ready for tomorrow's challenges, it is necessary:

1. Fundamentally change the basic approach to giftedness. Based on the fact that a rigidly defined result cannot be obtained in such work, we cannot deny another thing, it is possible and necessary to influence any child, including a gifted one. By now, to some extent, it is known what conditions affect the development of the child:

- 1) significant (referential) Other: parents, teachers, peers, sometimes, it would seem, an accidental fellow traveler;
- 2) literature and art. Genuine art does not exist for relaxation, not for entertainment, but for "making" a person. A book read in time sometimes literally turns the life of a gifted teenager, often endowed with high impressionability;
- 3) the highest experiences, which, according to a number of psychologists, directly affect the "growing" of the soul, are love, and suffering, and even extreme danger ("Everything that does not kill us makes us stronger.") It is no coincidence that representatives of humanistic psychology attached such importance to the so-called "peak" experiences;
- 4) the social environment in its broad and narrow sense, of course, also affects the development of the child. The social nature of a person is such that the norms and values of the environment always affect a person, even if sometimes in the opposite direction.

The main problem of working with gifted children today lies precisely in the fact that behind the important and serious tasks of developing intelligence, self-regulation, and individual motivations, the main task is completely lost - the impact on the goals and values of a gifted child, on his attitude towards himself and towards people, on his search for meaning in life.

Recent studies show that without such a "dominant life project", a kind of life plan, self-realization of a gifted teenager or young person in creative activity is impossible. Without this, the development of giftedness becomes a dead end and confirms the sad phrase that for many gifted people "their future lies in the past."

2. Fundamentally change the logic of teaching gifted children. Any good education, especially for gifted children, should not only teach how to learn, it should teach how to make a choice. In other words, the child, in essence, becomes a co-author of the teacher in the main and even particular issues of his education.

3. Accept coaching as one of the main strategies for the psychological and pedagogical support of gifted adolescents. coaching

It is a movement from goal to problem solving. It is this strategy that should be the leading one in working with gifted children, for whom the problems of building life, the problems of the meaning and goals of self-actualization are the most significant and most difficult.

4. Create a cultural foundation for giftedness. Without a close connection between the development of giftedness and genuine, universal culture, the true self-realization of a gifted person is impossible (unless, of course, we consider technical modernization to be the highest manifestations of the human spirit).

5. "Responsible leadership" as an important goal of working with gifted children. Society's need for a genuine spiritual elite now, in an era of spiritual crisis, has become so great that, apparently, gifted people should take on certain leadership functions. Adolescents and young people who fall into this category need to be given the experience of understanding the importance of such activities and the experience of leadership itself. Without this, work with gifted children, whose task is to create the spiritual elite of society, will not achieve the desired goal.

Educational and advisory work should be aimed at understanding and accepting the individuality of the child, the characteristics of his behavior, worldview, interests and inclinations by the people around him. In particular, it is necessary to achieve the realization that dissimilarity is not some kind of vice, but a sign of individuality, the uniqueness of each individual person. The task of the psychologist is to help the teacher and parents in the future in creating a psychologically favorable atmosphere for communication of this child with peers and adults.

Conclusion.

Consequently, the pedagogical position that provides training and support for gifted children is configurative in nature with complex properties that provide for the interconnection of several types of activities:

- psychological and anthropological work, continuous diagnostics of the child's condition in terms of educational and training increments;
- methodical work, search and application of optimal ways of working with a variety of educational situations, taking into account aspects of the individual needs and requests of the child;
- didactic work, search and implementation of didactic material.

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