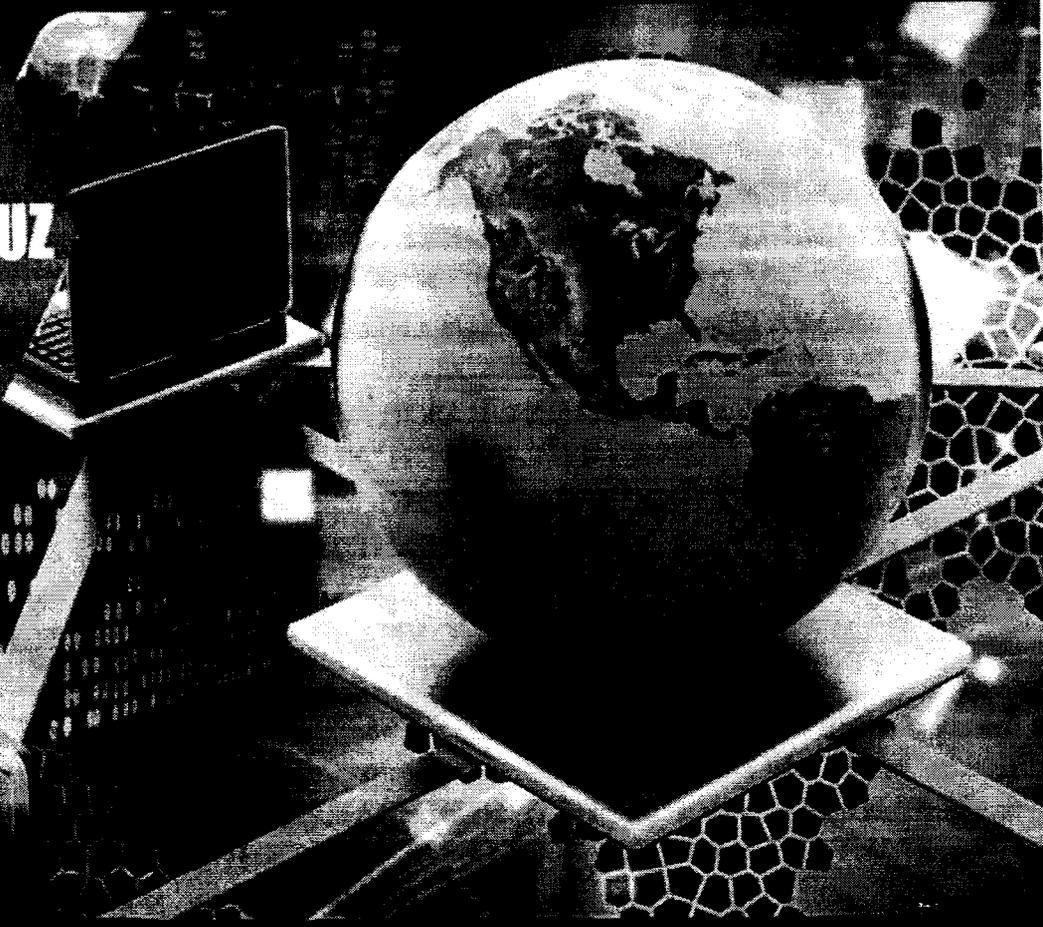




ACTUAL PROBLEMS OF MODERN SCIENCE, EDUCATION AND TRAINING

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UDC: 91`373.2:871.692.143(099)

PSYCHOLOGICAL BASIS OF WORKING WITH TALENTED CHILDREN

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Abstract - the article gives a broad definition of the concept of talent. Methods of working with talented children, possible changes in the psychology of children during the application of new methods, information about the psyche of the educator when working with talented children. At the same time, the psychological basis of working with talented children has been extensively analyzed in detail.

Key words: talent, talented children, psychology, child psychology, ability, psychodiagnostics, intellectual perception, attention, imagination, memory, speech.



Аннотация - в статье дается широкое определение понятия таланта. Методы работы с одаренными детьми, возможные изменения психологии детей при применении новых методик, сведения о психике воспитателя при работе с одаренными детьми. При этом детально проанализированы психологические основы работы с одаренными детьми.

Ключевые слова: талант, одаренные дети, психология, детская психология, способности, психодиагностика, интеллектуальное восприятие, внимание, воображение, память, речь.

Annotatsiya – maqolada iqtidor tushunchasiga keng ta’rif berilgan. Iqtidorli bolalar bilan ishlash usullari, yangi metodlarni qo’llash davomida bolalar psixologiyasida yuz berishi mumkin bo’lgan o’zgarishlar, iqtidorli bolalar bilan ishlash davomida tarbiyachining psixikasi haqida ma’lumotlar keltirilgan. Shu bilan birga iqtidorli bolalar bilan ishlashning psixologik asoslari har tomonlama keng tahlil qilingan.

Kalit so’zlar: iqtidor, iqtidorli bolalar, psixologiya, bolalar psixologiyasi, qobiliyat, psixodiagnostika, intellektual idrok, diqqat, xayol, xotira, nutq.

Introduction. Talent is a lifelong systematic quality of the human psyche that is determined by a person's ability to achieve high results in one or more areas compared to other people. The concept of "talent" in the psychological dictionary is defined as follows: 1) talent is a specific combination of abilities that ensure the successful implementation of the activity; 2) talent is a general ability that determines the scope of a person's capabilities, level of activity and identity; 3) talent is a whole individual characteristic of mental potential, ability to learn and cognitive abilities; 4) talent is the ability given by nature, the specificity of the natural basis of abilities and the degree of their manifestation; 5) talent is talent, the availability of internal opportunities and conditions to achieve high results in business. Based on these descriptions, it can be argued that nature-endowed abilities, which determine the general intellectual and cognitive abilities of a person on the basis of talent, are the key to success in any activity (e.g., educational, creative, professional, scientific) lies in the special abilities that make up.

Literature review. When working with gifted children, psychologists need to know the key factors that determine the structure of talent. These are:

- high level of general intellectual or mental abilities;
- dominance of the cognitive motive - superiority over other types of motives;
- creative activity in problem-solving and problem-solving when faced with new objects, tasks, and events.

Early onset of talent occurs between the ages of two and six. Such children tend to read at the age of two or three, learn to read and count at the age of three or four, and can write words and small sentences at the age of five or six. In the preschool years, talented children are distinguished from others by the level of development of intellect [1].

They are very active, ask a lot of questions, are curious, can easily remember and retell information from adults, and have a rich imagination. Talented children are often interested in various calculations, weaving poems or fairy tales, playing musical instruments, playing chess, drawing, singing, and dancing [2].



Analysis. Between the ages of seven and ten, children often collect collections (stamps, medals, pictures of favorite cartoon and movie heroes, etc.), projects of various objects from paper, wood and other materials. Talented children between the ages of 3 and 5 are proactive in their independent search for answers to all the unknowns and news, and ask adults a variety of questions [3]. Through the answers to these questions, they will be able to understand the world around them, the causes and effects of events, and be able to consciously control their personal actions [4].

Characteristics of a 3-year-old child:

1. Speech is made up of words that are semantically connected.
2. Role in the game [5].
3. Can draw a ball, an apple and other objects.
4. She can undress and dress herself.
5. Can put cubes on top of each other [6].
6. Can climb and descend stairs without support.

And 4-year-olds can realistically assess their potential. However, 4-5 year olds are not yet able to understand and evaluate their personal characteristics, nor are they able to draw any definite conclusions about themselves [7]. Self-awareness develops at an early age and they try to think about what it was like before and what it will be like in the future. According to the formation of the personality of children of kindergarten age, this period can be divided into 3 stages:

- The first period - from 3 to 4 years, is associated with the strengthening of emotional self-control [8];
- The second period - 4-5 years, is associated with moral self-government;
- The third period is characterized by the formation of personal entrepreneurship and entrepreneurial characteristics.

This is why researching a preschooler's personality is a very complex process, as many personality research methods are designed for adults and are not based on the child's ability to self-analyze. In addition, psychodiagnostic personality traits are not fully formed and unstable in preschool age [9]. Child psychodiagnostics has only special projective methods at its disposal, such as methods for studying a child's motives for success and anxiety, or expert methods for assessing personality traits. In this case, adults, educators, parents who know the child well, will act as experts. Only in this way will we be able to assess the child's personality.

We know that intellectual tests are used to assess a person's level of development of mental activity and their specific cognitive processes (attention, imagination, memory, speech) [10]. Below are a series of tests to determine the cognitive processes, creative abilities and abilities of children in preschool age, as well as exercises for the development of cognitive processes in children of this age, as well as tips for parents.

Discussion. It is possible to observe the development of mental capacity in children as they grow older. The first 10 years of life are the most difficult period of a child's mental activity, the period of learning a lot of new things, the period of emotional death. And for some as a baby gets older, he or she will outgrow this. Even simple situations can have a profound effect on their ability to respond quickly [11].



Children's talents are manifested at different ages. If a child's specific developmental time is missed, it will increase his or her ability to develop in the future [12]. Parents and teachers who are aware of a child's talent should not ignore such a child, because in the future he may show some talent. It is a misconception that students who are ahead of their peers will not face difficulties, and such children will face many challenges at home and at school [13].

Often, children's mental activity causes parents fear and anxiety, but the main thing is not to tell children. In other families, the talent given to their children provides them with a better future. They encourage children and make them proud. Such children may develop high self-esteem and low self-esteem. Care should be taken when teaching gifted children. They are very sensitive to the support and criticism of others. Even in a family environment, talented children can be considered "weird" [14].

Thus, talented children face problems in the early stages of their mental potential. They may not be understood not only at home but also at school. They are bored at school with other children, and sadly, they are taught topics they already know and are no longer interested in [15]. From 1st grade, they learn to read, write, and do arithmetic, and until other students learn the alphabet and arithmetic, talented children become idle. Of course, it all depends on the skills of the teacher, but no matter how much the teacher takes a special approach to the whole class, it is difficult to focus only on strong students [16]. A smart and active student can reduce the burden on the teacher and peers by focusing the teacher's attention on completing the assigned tasks quickly and easily. Such students are less likely to be asked to teach, and when a student sees that they are not active, he or she may be distracted by other subjects, leading to teacher dissatisfaction. Gradually, an active child who loves to read will feel overwhelmed at school and will not need school [17]. The problem is that a talented child wants to learn more and learn more because of his thirst for knowledge, and the high school curriculum is not able to provide the knowledge he wants.

Conclusion. If talented children are not treated in a special way, they will eventually meet the requirements of high school. As a result, his independent thinking, thirst for knowledge, and real potential are neglected. Talented children are usually required more than other children. Such children have difficulties with their peers during this period, and when they finish primary school, other children alienate them and even give them offensive nicknames, in which case talented children do not show more knowledge and mobility than they do in order not to be left out of the community.

One of the main indicators of gifted children being hindered in high school is that they do not perform the simple tasks assigned to them and have no interest in learning. Such children do not want anyone to control the activities they are comfortable with, and even get upset when they are controlled. The only way to educate talented children is to set up gifted classes or schools. Only then will talented children be able to finish school faster and get into the universities of their choice. This will allow them to reach their goals faster. Achieving the goals set by talented children will be a significant contribution to the future and prosperity of our country.

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