

# Practical Development Of Methods Of Organization Of Talented Students 'Contest

Tavboyev Sirojiddin Axbutaevich<sup>1</sup>, Rajabov Orifjon Xonimqulovich<sup>2</sup>

<sup>1</sup>Vice rector, Jizzakh Polytechnic Institute, Uzbekistan

<sup>2</sup>Psychologist, Jizzakh Polytechnic Institute, Uzbekistan

E-mail: sirojiddint@mail.ru, orifjon.rajabov.79@bk.ru

**ABSTRACT:** *Due to the wide range of high opportunities in students, their uniqueness, the availability of a wide range of mental and physical opportunities, various social problems eliminate the factors that can negatively affect their development due to increased attention to them in society. Therefore, there is a need to properly select gifted students to prevent them from being overlooked or to be protected from certain social problems. Probably, these ideas are at the heart of the selection of talented young people in our society and around the world and providing them with content-rich education. Therefore, the effective organization of the education of students selected on the basis of scientifically based and content-based methodologies is a topical issue and on this basis requires a number of practical work. This article shows the scientific and pedagogical issues, the psychological basis for the selection of gifted students in the field of science among senior students of specialized schools, and the study introduced special methods for the selection of gifted students in literature in specialized schools. The number of subjects is 265. This article is intended for professionals, undergraduate and graduate students majoring in pedagogy and psychology, senior researchers, and researchers conducting research.*

**Keywords:** *psychology, talent, aptitude, accelerated education, methodology, specialized schools, qualifying, dictation*

## 1. INTRODUCTION

It is well known that school education consists of many demands and obligations that shape the abilities of students. Everyone at the school age manages to get a life and primary scientific education from this school in accordance with their abilities. However, in a school setting, not every child has the opportunity to receive a separate education and upbringing that suits their abilities and capabilities. At the same time, it is one of the important and urgent tasks of the school community to develop and reveal a world of each child, his potential, his hidden potential.

In this regard, the idea of differentiated teaching was introduced. But stratified teaching has its own problems, and a number of deviations have been observed in this area. However, some areas of differentiated learning can be used for positive purposes (Shumakova N.B. School Laboratory "Constellation"). Indeed, depending on the professional orientation of children, such as the natural sciences, humanities or language-oriented special education,

there are schools that do not degrade human dignity and make a significant contribution to the rapid development of our children. For this purpose, the establishment of specialized schools in our country is determined by the Law "On Education". Today, special schools that meet the interests, passions and aspirations of our children operate in every region and district. The functioning of these schools is undoubtedly a positive reality, freeing children of different orientations and educational opportunities from the same teaching, ensuring diversity in education.

But the answer to the question of who and how should be taught in these specialized schools determines the social, spiritual, economic nature of these schools. The effectiveness of these schools may be zero if children with a particular aptitude, ability, interest and passion, and possibly ability are not selected from among the children in the specialized schools. Either the existence of this school may not be justified in the absence of a scientifically based methodological system of teaching selected children, a specially trained teacher, or an excellent education system.

It should be noted at this point that words such as talent, ability, and talent, which are close to each other but differ in content, are used in the mouth of the people in many ways, sometimes indiscriminately. The words ability and talent are among the scientific expressions and are the main categories of psychology. In a sense, these words ensure the broad and successful application of human potential in a social environment. A talented person is very successful, advanced, intelligent in a certain field, and in his nature operates a unique set of opportunities. The word "talent" has long been used in the Uzbek language to refer to property owners, husbands and potential people.

Nowadays, the word talent refers to advanced, mobile, knowledgeable students. This means that there is a difference in meaning between the terms "gifted student" and "gifted student": "gifted student" refers to a student who has proven, diagnosed abilities in a particular field (e.g., mathematics, poetry, painting, etc.). A gifted student is one who is active, hard-working, active, progressive, and sometimes a public student. That is, the word talent can be applied to all advanced, active learners in a broad sense. The gifted learner, on the other hand, is more in line with the scientific requirements of the application in a more narrow sense, in relation to a specific child and a child who is gifted in a specific field. Talent is the manifestation of a highly developed, multi-faceted set of abilities.

Although the clientele, interest and upbringing of all gifted children are different, the common feature of this category of children and adolescents is that they have a high level of mastery, learning opportunities.

The selection and education of gifted students requires, first and foremost, a partial analysis of their personal qualities, the uniqueness of their cognitive abilities, and the process of life around social problems.

The main criterion for gifted children to demonstrate their abilities is the specificity of the system of motives in them. In the priority system of such individuals, activity, including cognitive activity, occupies a special place and constitutes the content of these abilities. The high passion, enthusiasm and personal approach of gifted children to the subject of activity are their real interests.

In most gifted children, it is possible to observe a hypersensitivity that is not specific to their age, an emotional feeling that manifests itself in various forms associated with it. Events that

seem normal to normal children are perceived as very bright, experience-rich, and sometimes life-changing events for gifted children. The manifestation of such cases is L.S.Vygotsky and A.N.Leontev

## 2. MATERIALS AND METHODS

In some studies, the development of aptitude detection methods began with psychodiagnostics of children's individual differences and mainly their creative abilities. Initially, only creative possibilities and methods that differentiated individuality were created [2,3]. However, given the high opportunities in students, it requires the formation of a reliable set of selection methods and thus the introduction of valid methods for the correct selection of gifted students.

In this regard, the study of the personality traits of such children, their unique developmental opportunities, and the observation of the formation and development of their abilities and talents are undoubtedly of both theoretical and practical importance.

To do this, we involved in our experiments 265 students graduating from the 7th grade of the Republican boarding school specializing in music and art. It is known that this boarding school has a passion for art and music, and children who are able to show themselves to a certain extent are selected from the 5th grade. That is why the students of this school were considered talented in their schools. In a specialized school, experienced teachers admit prospective students through pedagogical tests, and aspiring children who have a passion for literature, art, and music can be said to have been selected.

Thus, we select gifted, active, alert children who are able to meet certain requirements in the educational process, psychologically, and achieve high results in some aptitude tests, and study how they develop in the educational process. we set a goal and planned to explore their psychological and personal characteristics in the enriched learning process.

We used the following methodologies to select high-achieving children from among the so-called gifted specialized school students using psychological tests, i.e., scientific psychological measurement methods.

*Methods of selection of class intelligence (B.R.Qodirov, 1998).*

This methodology allows the selection of advanced students in the class. One of the sociometric methods of diagnosing mental intelligence is the "Classroom Intelligence Selection Methodology", which is one of the valid methods in our national environment. The original idea of the methodology is to differentiate the intelligence within the direction from the students in the classroom by asking anonymously, by asking.

It is known that students in a group know each other better than teachers and, in some cases, even their parents. Based on this, the method of generalizing imagination by asking the children about their interests and aspirations in the classroom was adopted as the original idea of this methodology.

The methodology is based on a seven-question answer sheet, Do You Know Your Class? The test takers are asked to answer the questions slowly, thoughtfully, and objectively. Examiners write the names of the most intelligent, hard-working, and knowledgeable children in grades one through three, paying attention to the content of each question on the answer sheet.

The content of the process testifies to the fact that the general mental and cultural level of the "star" separated from each class, its position in the class is taken in relation to the level of this class, in relation to the assessment of students in this class.

The experiment lasts 10-15 minutes with treatment. Once the answer sheets are collected quickly, the class can move on to their next task.

*“100 words” and “50 sentences” methods. (B.R. Qodirov, 1995).*

The “100 words” and “50 sentences” methods were developed in 1995 at the Republican Talent Center to study the literacy level of the research at the qualifying stage. The methodology is designed to determine the level of literacy of students.

It is known that some students are very sensitive to words, their clear pronunciation, correct spelling. Others use certain words with guesswork, knowingly or unknowingly, and not paying much attention to their correct spelling. There are other students who don't know or don't care that there can be a difference between the pronunciation and spelling of a word, and also ignore spelling rules.

The Literacy Test is divided into two parts. The first part consists of 100 words, 50 of which contain specific errors. The remaining 50 words meet all the requirements of the Uzbek spelling dictionary. The answer sheet of the method was compiled in tabular form, with two empty cells after the ordinal number of the words. Once the test taker determines whether the word is correct or incorrect, he or she responds by checking an empty cell.

First of all, the test taker should carefully read the instructions for completing the task on the answer sheet and try to complete the task given for the sample there. On this basis, the test taker develops the ability to complete the test task.

After reading each word and consciously determining whether it is spelled correctly or incorrectly, the test taker should mark it by coloring the circle under the first cell (T-correct sign) if correct and under the second cell (N-incorrect sign) if the word is misspelled. It is well known that students can sometimes mark a word that is spelled correctly as incorrect, and a word that is spelled correctly as well, without knowing that it is incorrect. Therefore, the fact that words are spelled correctly and incorrectly in sequence requires recognition, recognition, thinking, and remembering. Obviously this requires literacy from the reader. Anyone who knows the content of a word, or how it is misspelled, will be more successful.

According to the methodical instruction, even if the wrong word is considered a mistake or the right word is considered wrong, it will affect the student's score on this test.

With a simple counting method and one point for each correct answer, the total result of each child is expressed in a number after determining how many correct words are correct and how many incorrectly written words are incorrect. This indicator is a key indicator of the 100 word methodology.

The second literacy test consisted of 50 sentences, which were taken from the works of Uzbek literature. The sentences fully comply with the Uzbek spelling rules. However, special errors were made in 20 sentences, for example, commas were removed from several sentences, a single letter was omitted in some words, a word written in capital letters was written in lower case, and so on. Each sentence was divided into four parts by a vertical line. The answer sheet consisted of five lines corresponding to 50 sentences. Once the test taker

has identified which part of the sentence has an error, he or she paints the corresponding circles (1 to 4) on the appropriate line on the answer sheet to determine which part of the sentence is incorrect. If there is no mistake in the sentence, the fifth circle is painted.

As mentioned, each sentence in the text of the questionnaire was divided into four parts by a vertical line, and the top of each section was marked with the letters A, B, C, D, respectively. In other words, the wrong word or punctuation may be misspelled or omitted in any part of the sentence. If, for example, any word in part V is misspelled in the subject's view of the sentence, then it marks cell V of the answer sheet, and so on. If, in the examiner's view, there is no error in all four parts of the sentence, he / she will check cell E of the corresponding line on the answer sheet. That is, there is no error in the sentence, the correct written answer will be given.

This test takes into account both the number of correct sentences found to be correct and the number of errors identified as error-free. But unlike the first test, each correct answer is given two points. Then the results of both literacy tests are 100 points, which makes it easier to compare and understand each other.

#### *Dictation.*

In general education schools, great emphasis is placed on developing students' speech, including their written speech. Several types of written work are used with the intention of developing students' written speech, making them literate. One of these types of writing is dictation.

In the process of dictation writing, students memorize and apply knowledge of phonetics, lexicology, word formation, morphology and syntax in writing through the teacher's remarks. Written dictation helps the teacher in identifying mistakes made by students and the reasons for their occurrence. In order to take advantage of these opportunities of school dictation and for qualifying work in general, we have selected a text of 160 words (Appendix 4). The results were calculated on a 20-point scale (spelling, spelling and punctuation errors), processed in a correlation manner, and numerical data were obtained.

### **3. RESULT AND DISCUSSION**

We processed all the digital data obtained in two stages. In the first stage, using the data of the "Classroom Intelligence Selection Methodology", we selected classroom intelligence and class stars from among the children of 9 academic groups. Their number was 67 out of 264 children. We could take these kids as a research team. But in order to ensure full scholarship, we embarked on a second phase of processing, with the aim that literacy tests and dictation results would provide more accurate information.

To do this, a high degree of correlation between the indicators was observed when a correlation analysis of the numerical data obtained from each of the 264 children on the remaining three methods was performed. Hence, the indicators of proportionality show that the results of the methodology are directly complementary and psychological qualities in one direction. Therefore, it was possible to generalize the indicators of the methodologies and bring them to the general literacy index. The next task is to select the most intelligent, advanced students from the complex indicators of these methods. To do this, on the basis of each method, ie "100 words", "50 sentences" and individual indicators from the dictation, the

results of all children were sorted separately and given a color (place). From this, it became clear how many places each student ranked among the 264 test takers, depending on the level of performance of a particular methodology. Because these numbers had the same meaning (ordinal numbers for each method), an average ordinal number was obtained from the three color indicators for each child.

Thus, based on the generalized and average colors of the results, we selected the 30 children with the lowest scores, the highest literacy and dictation outcomes out of 264 students, i.e., at the top of the list, and named them as the experimental group for future research (*table*).

Table: Table of statistical analysis and indicators of selection methods.

<i>Groups</i>	<i>Number of students</i>	<i>100 word method</i>	<i>50 sentence method</i>	<i>Dictation</i>
Experimental group	30 people	86,9 ± 3,8	68,3 ± 6,4	18,4 ± 1,5
The rest of the students	234 people	68,4 ± 24,5	48,4 ± 20,9	10,8 ± 6,8
t		7,4	5,0	5,8
p <		0,001	0,001	0,001

Most importantly, almost all of the students who had a high level of literacy and excellent dictation were either class stars or class savvy in their classes, among the 67 children who had previously been separated. In other words, this study also proved that the “Methodology of Classroom Intelligence Selection” can distinguish a wide range of bright, active students in the classroom. At the same time, it was expected that these 30 students differed statistically high confidence levels from the remaining 234 students in terms of their literacy rate and ability to write dictation without errors ( $t = 7.4$   $p < 0.001$ ; 50 on the “100 words” method). sentence ” $t = 5.0$   $p < 0.001$ ; dictation  $t = 5.8$   $p < 0.001$ );).

From this data, it can be concluded that the 30 students selected differed in the level of statistical confidence from the remaining 234 students with verbal thinking abilities and mental activity.

Thus, to facilitate the next developmental learning experiences, after the summer break, 30 students selected from 9 academic groups of 7th grade were merged with the consent of the school administration and formalized as one academic group. Now they are scheduled to receive training on the basis of a special program enriched and accelerated for two years together with the control group.

If the choice is made correctly and the experimental group is formed correctly, the idea and purpose of the research is to ensure that the content of education and the educational process are also enriched in accordance with the mental potential and orientation of these children. Therefore, the proposed content and methods of education should meet the requirements of state educational standards, as well as be expanded, enriched and improve the mental level of students, develop their abilities.

In this system of education, programs and plans are designed in such a way that students are given the opportunity to create a scientific environment in the school through essays, essays, discussions of works of art.

#### 4. CONCLUSION

From the above, it can be concluded that reading ability and mastery (as they are traditionally understood) do not always coincide. Nevertheless, some common features of gifted students are a high level of thinking and a long-term advancement in reading achievement from their peers. Accordingly, such children are required to have a high level of complexity and intensity of reading, depth of study of the material, movement from facts to principles, theories and generalizations, and finding an alternative that is known to all.

Each of the methodologies selected for the study helped to analyze changes in cognitive processes and identify developmental characteristics of students with high personality and mental development characteristics. It was observed that the methodologies tested in the subjects were aimed at determining their level of literacy and mental development. The results obtained by these methods were analyzed and their suitability for diagnosis was determined, their reliability was proved using special programs. It should be noted that all the methods are scientifically and methodologically sound in solving the problems set in the scientific hypothesis of the research. The study took a broad approach to the problem of the impact of accelerated learning on gifted students and sought to make as much use as possible of methods designed to diagnose cognitive processes.

In a school setting, a category of gifted students need conditions that are appropriate to the learning opportunities and needs of the learner. Because without the bus, their opportunities will not be realized. These conditions can also be organized in mixed classrooms using internal differentiation and individualization of education. However, practice shows that the attention of most teachers is mainly focused on the problem of developmentally retarded students. The most favorable conditions for the development of gifted students are provided by programs that focus on the general characteristics of such students and take into account their individual characteristics.

#### *Acknowledgements*

I would like to thank my scientific adviser, Doctor of Psychology, Professor Kadyrov Botir Rahmonkulovich, who gave me a lot of help and advice in conducting this research. I would like to thank the leadership and officials of the National University of Uzbekistan for their close assistance in conducting research and organizational issues, as well as the staff of the Republican boarding school specializing in music and art for their assistance in conducting experiments.

#### 5. REFERENCES

- [1] Vygotsky L.S. Imagination and creativity in childhood. - M.: Education, 1991.-92 p. - WITH. 26.
- [2] Averina I.S. Adaptation of the Munich tests of cognitive abilities for gifted students / I. S. Averina, E. I. Shcheblanova, K. Perlet // Psychology Issues. - 1991. —№5. -WITH. 173-178.
- [3] Averina I.S. Verbal test of creative thinking “Unusual use”: A manual for school psychologists / I. S. Averina, E. I. Shchebanova. - M .: Sobor. -1996.
- [4] Qodirov B.R. Talent // Tafakkur. - T .: 2007. -№3. - B. 64-69.

- [5] Qodirov B.R. Methods of selection of talented children. Methodical manual. RO'MM, XTV UzR, Tashkent, 1995. 2000 copies.
- [6] Qodirov B.R. Abilities and inclinations. Psychophysiological study. –T .: Fan, 1990. (60-62) –B. 108.
- [7] Shumakova N.B. Education and development of gifted children. – M.: Publishing House of the Moscow Psychological and Social Institute; Voronezh: Publishing house NPO "MODEK", 2004. – 336 p .– (Series "Library of a psychologist").
- [8] A gifted child: learning features. / N.B. Shumakova, N.I. Avdeeva, L.E. Zhuravleva and others; under the editorship of N.B.Shumakova. - M.: Education, 2006 .-- 239 p.
- [9] Leites N.S. Psychology of gifted children and adolescents / Ed. N. S. Leites. - M: Publ. Center Academy, 1996. - 416 p.
- [10] Freeman J. Gifted children and their education: A review of international studies // Foreign Psychology. -1999. - No. 11. - S. 10-18. 12-b
- [11] A. Beridze. The Problem of Individualization of Education and Attempts to Resolve them in the Pedagogical and Psychological Sciences.May 26. 2009.[www.Giftedchildren.com](http://www.Giftedchildren.com)
- [12] Dr. C. George Boeree. Individual, Existential, and Humanistic Psychology. July 18, 2011. [www.individual education.com](http://www.individual education.com).
- [13] Dr. C. George Boeree. Correlation.May 26. 2009.[www.koob.ru](http://www.koob.ru)
- [14] Universiteitvoor talentvolle kinderen. November 24, 2009. [www.Talentvolle kinder.com](http://www.Talentvolle kinder.com)