



IMPORTANCE OF TALENT IN CHILD DEVELOPMENT

Rayhona Norqobilova

Lecturer, Department of Primary Education,
Termiz State Pedagogical Institute, Termez, Uzbekistan
Email id: norqobilovar@gmail.com

Maftuna To'rayeva

Student, Termiz State Pedagogical Institute,
Termez, Uzbekistan

Annotation

This article provides information about the essence of the concept of a gifted and gifted child and the types of talent.

Keywords: talent, ability, perception, artistic talent, academic talent, creative talent, social talent.

Introduction

Recently, the term "gifted" has gained public recognition, as well as the problems of working with gifted children of social importance, which is an important step towards its solution.

The essence of the concept of "gifted" and "gifted child" is important in comparison with the age norms of mental development or special development of special abilities. The phenomenon of gifted children was actively discussed in the second half of the 20th century. Since then, many works have been written on this topic, special programs for working with gifted children have been created, including the "Gifted Children" program, within which the concept of work "On Giftedness" has been developed, and yet, a family with gifted children individually confronts the phenomenon of giftedness and the problems behind it. Children's talent can be determined and studied only in the process of education and upbringing, in the process of the child's implementation of one or another meaningful activity. The manifestation of mental abilities in a child is related to the extraordinary opportunities of the childhood years of life. The main difficulty in identifying signs of giftedness in childhood is that it is not easy to distinguish an independent individual in relation to their age. Therefore, the high mental activity observed in the child is a special readiness for stress.





Research Methodology

It is an intrinsic condition for mental growth and whether this becomes a stable trait at later ages is unknown. Gifted children who show exceptional ability in one area sometimes do not differ from their peers in all 7 other relationships. However, as a rule, giftedness covers a wide range (they say: the spectrum of individual psychological characteristics "a gifted person is gifted in everything"). The following are noted in the field of advanced cognitive development: increased interest; gifted children are very curious; they should actively study the world around them. Scientists say that the "appetite" of gifted children is huge, and the brains of gifted children have an amazing ability to digest intellectual food:

Ability to observe causal relationships and draw appropriate conclusions. This ability is based on intuitive leaps ("jumping" through stages). These children are distinguished by faster transmission of nerve information; their intracerebral system, which has a large number of connections, is more branched. Psychophysiological studies have shown that these children have increased biochemical and electrical activity of the brain, early speech and excellent memory based on abstract thinking. The child is distinguished by the ability to classify information and experience, the ability to widely use the accumulated knowledge.

A large vocabulary, the ability to construct complex syntactic structures and ask questions. Children are happy to read dictionaries and encyclopedias, come up with words, prefer games that require activation of mental abilities. Increased concentration of attention on something, persistence in achieving results in the field of interest to the child, high level of task performance, vivid imagination, highly developed fantasy.

In the field of psychosocial development, gifted children are distinguished by the following characteristics: a highly developed sense of justice that appears very early. Due to the early formed personal value system, children sharply perceive social injustice, set high demands on themselves and those around them; well-developed sense of humor.

They love inconsistency, play with words, "tricks", they often see humor where their peers cannot find it; attempts to solve problems that are still difficult for them; exaggerated fear due to oversensitivity and imagination. In the area of physical characteristics, gifted children have very high energy levels and low: sleep duration. Most parents report that their gifted children slept less during infancy and stopped sleeping early. The idea of the existence of general and special abilities and talents is widespread in psychology and pedagogy. The first includes those who meet the requirements of many types of activity at the same time (for example, intellectual





abilities). Special abilities only meet the requirements of a narrow specific activity (for example, artistic ability, the presence of a singing voice).

Analysis and Results

True, it is difficult to draw a clear boundary between them, and there are opinions that this division is arbitrary.

7 types of talent:

1. Artistic talent. This type of talent is kept and developed in special schools, clubs, and studios. This refers to high achievements in the field of artistic creativity and performance skills in music, painting, sculpture, acting skills. These guys put a lot of time and effort into practicing and mastering their field. They have few opportunities for successful study, they often need individual programs in school subjects, understanding of teachers and peers.
2. General intellectual and academic talent. The main thing is that gifted children of this type quickly learn basic concepts, easily memorize and store information. Highly developed information processing skills allow them to excel in many areas of knowledge. Academic talent has a slightly different nature, it is manifested in the success of teaching specific academic subjects and is often selected. These children can achieve good results in terms of ease and speed of learning in mathematics or a foreign language, physics or biology, and sometimes they can achieve poor results in other subjects that are not easy for them to understand. A clear selection of aspirations in a relatively narrow field creates unique problems at school and in the family. Parents and teachers are sometimes dissatisfied with the fact that the child does not study at the same level in all subjects, refuse to recognize his talent and do not try to find opportunities to support and develop special talent. According to E.Torrens, gifted children make up to 30% of those who fail in school.
3. Creative talent. Currently, there are ongoing discussions about the need to emphasize this type of talent. The nature of the dispute is as follows. According to some experts, creativity is an integral element of all types of talent, and it cannot be shown separately from the creative component. Thus, A.M. Matyushkin emphasizes that there is only one type of talent - creative: if there is no creativity in others, there is no point in talking about talent. Researchers defend the legitimacy of the existence of creative ability as a separate, independent type. Research shows that children with creative attention often have a number of behavioral characteristics that distinguish them from each other and do not evoke positive emotions at all in teachers and people around them: lack of attention to conventions and authorities; more independence in





judgment; a subtle sense of humor; not paying attention to work order and organization; bright temperament.

4. Social talent. This is an excellent ability to develop mature, constructive relationships with other people. Social talent is a necessary condition for achieving high success in several areas. It includes the ability to understand, love, empathize, get along with others, which allows you to become a good teacher, psychologist, social worker. These characteristics make it possible to be a leader, that is, to show leadership skills, which can be considered as one of the manifestations of social skills.

5. Leadership ability. There are many definitions of leadership ability, but common characteristics can be distinguished: above average intelligence; ability to make decisions; the ability to deal with abstract concepts and future planning; flexibility; sense of responsibility; self-confidence; persistence; passion

6. Ability to clearly express thoughts. The listed types of talent are manifested in different ways and, depending on the individual characteristics and uniqueness of the child's environment, they face certain obstacles to their development. This conclusion is also supported by many data, the needs of gifted children for individualization of learning, emotional comfort, awareness of the value of their gift, independence and recognition are very high and moderate. is often not met in learner-centered teaching.

7. Sports (psychomotor) ability. It is believed that athletes have low mental abilities. But scientists proved the opposite. Studies have shown that the intellectual abilities of famous athletes are very high. If schoolchildren who love sports create the appropriate motivation, they can learn perfectly. In order to help develop and strengthen children's exceptional abilities, it is important to know the classification of the types of abilities.

Having studied the scientific ideas about the giftedness of children, it is necessary to consider the definition of the terms "gifted" and "gifted children" by various psychologists and famous teachers in Russia and abroad. V. A. Mizherikov offers the following definitions of talent: 1) qualitatively unique combination of abilities that ensure successful performance of activities; 2) general abilities or general moments of abilities that determine the breadth of human capabilities, the level and uniqueness of his activity; 3) mental potential or overall individual characteristic of mind, cognitive ability and learning ability; 4) characteristics of severity and uniqueness of the natural conditions of inclinations, natural information, abilities; 5) talent; the presence of internal conditions for excellent achievements in activity.

Also V.A. Mizherikov offers the following definition of the concept of "gifted children", these are children who reveal general or special talent (music, drawing, technology, etc.). Giftedness is usually diagnosed based on the rate of mental development of a





child, the degree to which it surpasses its peers, other things being equal (mental ability tests and intelligence quotient (IQ) are based on this. Such an indicator must have a value. Because the mind the creative side is of great importance. Children's talent (in the field of music, then in drawing) is most quickly manifested in the field of science. Talent in mathematics. Unusually precocious children are those who have particularly bright, extraordinary achievements in development or any activity They are called prodigies. Definitions similar to the concepts of "talent" and "gifted child" are offered by G.M. Kojaspirova and A.Yu. Kojaspirova in their pedagogical dictionary. I am a natural condition for the high development of abilities. The same definition in his psychological-pedagogical dictionary V. A. V. I. Zagvyazinsky in his pedagogical dictionary defines the concepts of "talent" and "gifted child" in other definitions n gave a different definition.

Talent is a systematic quality of the psyche that is formed during a person's life, which determines the ability to achieve high (unusual, outstanding) results in one or more types of activities compared to other people. A gifted child is a child who is distinguished by clear, sometimes outstanding achievements (or has internal conditions for such achievements) in a certain type of activity. The ambiguity of the term "talent" shows the multifacetedness of the problem of a holistic approach to the field of human abilities. Talent is the most general characteristic of the field of abilities that requires comprehensive study.

Conclusion/Recommendations

Identifying gifted children is a long-term process related to the analysis of the development of a particular child. Talent cannot be effectively determined by a one-time test. Therefore, instead of one-step selection of gifted children, it is necessary to direct the search for gifted children step by step in the process of teaching them according to special programs or in the process of individual education. It is necessary to minimize the possibility of error in assessing the child's talent according to positive and negative criteria, high indicators of one or another indicator do not always indicate talent, low indicators of one or another, the indicator is not yet proof of its absence. This is especially important when interpreting test results. The principles of identifying gifted children should be noted:

1. The complex nature of the assessment of various aspects of the child's behavior and activity, which allows the use of various sources of information and covers his abilities to the maximum extent;
2. Identification period (time-based observation of the behavior of a given child in various situations);





3. Analysis of the child's behavior in the fields of activity that are maximally compatible with his inclinations and interests (inclusion in specially organized object-oriented activities, involvement in various forms of activity related to the relevant object, etc.);
4. Organization of a specific developmental effect, removal of psychological "barriers" specific to a specific child and use of possible teaching methods;
5. Connection of experts to the assessment of a gifted child: highly qualified specialists in the relevant field of activity (mathematicians, philologists, chess players, engineers, etc.). At the same time, it is necessary to keep in mind the possible conservatism of the expert's opinion, especially when evaluating the creative products of teenagers and young people;
6. Assessment of the signs of the child's talent, taking into account not only the current level of his mental development, but also the zone of proximal development (in particular, based on the establishment of a certain educational environment with personality formation). educational trajectory for a specific child);
7. Primary reliance on ecologically sound methods of psychodiagnostics, which deal with the evaluation of the child's real behavior in a real situation, such as analysis of activity products, observation, interview, expert evaluations of teachers and parents, natural experiments. Experimental psychological research of the gifted is carried out in order to obtain a new one.

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