



ANALYSIS OF THE PROBLEMS OF DEVELOPING CHILDREN'S TALENTS IN SPECIALIZED SCHOOLS AND THEIR STATE OF PRACTICE

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ABSTRACT

This article describes the analysis and current state of the problems of the development of children's talent in specialized schools. Also, the theoretical analysis carried out in the study made it possible to determine the evolution of ideas about the problem of the development of children's talent in historical and modern conditions and the dynamics of its development. The theoretical analysis carried out in the study made it possible to determine the evolution of ideas about the problem of the development of children's talent in historical and modern conditions and the dynamics of its development.

KEYWORDS

Theory and practice, children's talent, development problem, etc.

Introduction

The use of the classification method allowed us to identify 3 periods. The first, from antiquity to the mid-19th century, we call spontaneous-empirical, the second, from the mid-19th century. The first period is spontaneous-empirical (from antiquity to the mid-19th century). An analysis of the study of the problem of developing children's talents shows that the problem of developing children's talents was developed separately from pedagogy, mainly in philosophy. The fact that social pedagogical practice was just beginning to take shape was due to the fact that social production did not require specialization, and therefore did not use differentiation and diagnostics of abilities. However, in ancient times, teachers emphasized the practical importance of selecting and educating gifted children. In the ancient Greek state, the idea of the harmonious development of the personality through the means of art (music education) was implemented. Founded by Aristotle (384-322 BC). Aristotle noted the connection between artistic and intellectual activity.

Introducing the term "contemplative activity of the mind", he tried to distinguish types of human activity. Plutarch, analyzing the achievements of his contemporaries, compiled comparative biographies of famous historical figures, consisting of individuals with similar characteristics in each pair.

Confucius used tests for manic thinking, creativity. Despite the fact that in the Middle Ages the field of application of abilities was approved, mainly in the field of historical, moral and religious

movements (Augustine Avicenna 980-1037)) considered mental powers as various functions of a person. He justified the provision of moral, social development, "happy childhood" through play. In his work "Study of Abilities and Sciences", H. Huarte proposed to conduct diagnostics of the features of human development and abilities in order to identify individual differences in gifted people with a view to applying them in public service. They play an important role in the upbringing of talents, emphasizing fantasy, memory, intelligence, etc. Huarte emphasized the dependence of talent on nature, but at the same time recognized the need for education and labor for its development. He also expressed his opinion on the need to create a state system of professional selection.

Thus, Huarte emphasized the level of talent and the dependence of a person on it, the main components of talent - intelligence and creativity, the dependence of abilities on the temperament of the individual, the existence of individual differences in abilities inherent in a particular professional activity; the processes taking place in society, which a talented person in the civil service is able to influence; the conditions under which talent can develop effectively: early orientation to the profession, the creation of a state system of professional selection, the identification of specially authorized persons with strong intelligence and knowledge, that is, specialists who can reveal the talent of each child. Also, since the 19th century, a new aspect of the problem under consideration has appeared, according to which education is not separated from the environment.

In the pedagogical works of J. Locke, along with the existence of innate inclinations that affect the development of the child, the decisive role of upbringing and environment in the formation of personality is confirmed.

In the 20th century, Ashby continued the theory of education in the "cultivation of gifted children". Despite the differences in views and approaches, the main practical idea was emphasized by representatives of the Enlightenment: Baumgarten, Hegel, actor Hutcheson, Russian philosopher and poet Trediakovsky, scientist Lomonosov and others, who emphasized that education plays an important role in the formation of human abilities.

According to B.G. Belinsky, a child is gifted by nature, and Chernyshevsky paid special attention to the study of the age-related psychological characteristics of children, the laws of child development established by natural sciences. N.A. Dobrolyubov noted that certain natural inclinations are necessary for the development of abilities, but the development of abilities depends on the conditions in society. The period under consideration was also marked by the development of elite education. Theoretical models of elite education (initially intended only for representatives of noble families) were also proposed by Plato, and later developed by the writer G. Hesse in the novel "The Glass Bead Game". The basis of this approach was the idea of creating special schools for gifted, advanced children. They can be divided into schools with strong development in subjects (this approach was implemented in the Middle Ages from the 19th century, in particular, in "grammar schools" in Great Britain). In Russia, we can cite the cadet corps of the late 17th and first half of the 19th centuries, gymnasiums, lyceums (single and multi-disciplinary, for example, in the 19th century there were 5 lyceums in Russia, of which we note Sarskoye Selo and Nezhinsky), societies (for example, the Institute for Noble Maidens at the Smolny Monastery), school academies focused on humanitarian education.

Elite education is characterized by intellectual and orientation, reveals the creative potential and leadership abilities of a gifted person.

Thus, the Spontaneous-Empirical period that we have identified is characterized by the following features:

1. The presence of information of a philosophical-psychological nature about the individual characteristics of a person, the need to study creativity, activity and creativity.
2. The empirical orientation of approaches to the study of children's talents, the search for forms and methods of its development.
3. The formation of socio-pedagogical practice based on positivity.
4. The emergence of elements of pedagogical support in the development of children's talents: psychological-pedagogical diagnostics, in particular, pedagogical means of selecting gifted children, differentiation in education, the creation of specialized schools.

The second period is the empirical-experimental period from the mid-19th century to the 80s-90s of the 20th century.

Since the mid-19th century, the problem of talent has been studied comprehensively.

It was applied in complex philosophy, psychology, pedagogy, medicine, sociology and other sciences. The interest of psychologists and teachers was aimed at identifying the sources, structure and methods of developing talent (general and special: musical, literary, scientific, etc.), its factors. F. Galton, relying on the evolutionary theory, put forward the theory of Ch. Darwin. Experimental study of the heredity of talent, abilities began. Francis Galton In his book "Heredity of Talent: Laws and Origin", he substantiated the methodological foundations of the origin of abilities and expressed the following opinions:

1. If a person does not have strong abilities, he cannot achieve a high position.
2. Analyzing the biographies of several dozen great and talented people, it is emphasized that abilities of any level are hereditary.

K.D. Ushinsky created the basis for implementing an individual approach to the student in the conditions of collective work of the class. L.N. Tolstoy singled out the following aspect: he considered how the child listens to the teacher, how he reacts to his lesson. Thus, along with the methodological base of the origin of abilities, methodological and didactic technologies are developed for the development and education of gifted children.

In the 19th century, the need for systematic education for the development of children by Kazakh teachers and public figures to educate the people, introduce Kazakhs to Russian culture was provided. In particular, Ch. Altynsarin wrote: "The mind of nature is able to comprehend only what surrounds it, and only secular education is able to develop it and recognize what it has not seen. We are aware of this, we educate our children in Russian-Kazakh schools."

Abay Konanbayev is a sign of the objective reality of the natural world surrounding a person, the greatest gift when a child is born is the desire to know, as he grows up, this gradually disappears. The poet notes that intelligence and perception are formed in the process of labor activity. Only these features are present in a person from birth, the rest are realized as a result of labor activity.

The most intensive study of talent At the beginning of the 20th century, V. Wundt, G. Spencer and others conducted experimental research within the framework of "associative psychology". In order to identify gifted children, they studied cognitive processes - thinking, attention, memory, perception, etc. They developed methods for measuring individual differences. In the same period, the concept of "intellectual talent" was introduced. However, in it the concept of intelligence is narrowed to a genotypic (hereditary) relationship, and later, in the interaction of "genotypic intelligence" with the environment, "phenotypic intelligence" is formed. Until the middle of the 20th century, 10 tests were used to determine the level of intelligence.

In Kazakhstan, the study of mental abilities through the development of mental culture, cognitive motives, and mental activity skills is carried out by M. Jumaboyev in his work "Pedagogy". In the 20s of the 20th century, in Russia, the works of A.P. Boltunov, A.A. Lyublinskaya, A.I. Makarova and others were devoted to the study of the mental development of preschool children, testing the influence of the ideas of Ch.Spearman and B.Shtern. Later, they began to consider them in connection with the issues of talent, art, and creativity. But due to the ideology that prevailed in the USSR, the study of talent was stopped in middle childhood. Despite this, scientists continued this work. B.G. Anan'ev, A.N.Leontiev, S.L.Rubinstein, B.M.Teplov were able to solve the problem through the structure of abilities. Arguing that abilities are manifested and formed in activity, they emphasize the interaction of heredity.

Conclusion

Thus, the following features of the second period are described as follows:

1. Talent is understood as a multifactorial formation with a complex structure.
2. The study of talent is complex.
3. The development of children's talents, pedagogical support is considered as a holistic multifactorial process.
4. Targeted work is being carried out on the development and introduction of technologies and the preservation of the giftedness of the individual, aimed at the methodological direction.

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