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SEARCH, SELECTION AND PLANNING OF TARGETED TRAINING OF TALENTED STUDENTS IN TECHNICAL UNIVERSITIES.

[1]Turakulova Marjona Kiyom kizi, [2]Rakhmonov Kakhramon Sanokulovich
Bukhara Engineering technological Institute, UZBEKISTAN[1,2]
marjona.toraqulova.93@bk.ru

ABSTRACT

This article is devoted to general issues of search planning, selection and targeted training of gifted students in technical universities

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INTRODUCTION

"Creativity" is the place of a concept in the structure of abilities. General mental abilities are divided into cognitive and creative abilities. VN Druzhin's own general abilities are the mind (the ability to solve), the ability to learn (the ability to acquire knowledge) and creativity (in other terms there is a different definition) are general creative abilities (change of knowledge). Any creativity ability should be considered as an integral part of (any) ability, which is defined as a high level of development of any ability. In modern literature on gifted psychology, on the one hand, there is a tendency to distinguish between different types of abilities (among them creative), and on the other, to seek its general structure.

MATERIALS AND METHODS

Firstly, another approach related to the consideration of abilities as general qualities of a person is based on the theory of L. S. Vygotsky. According to Vygotsky, "in any historically developed human culture, human abilities (historically organized mental processes) that historically formed during this process were formed." L. S. Vygotsky identifies three features of abilities. First, to understand these abilities as a way of interacting with the reality that exists in culture. Secondly, it is believed that the development of abilities is subject to the laws of the holistic development of consciousness, and this is analyzed from the whole point of view. Thirdly, the development of skills that skillfully demonstrate the cultural achievements of the child. L.S. Vygotsky also introduces the concept of addiction (as features of the natural forms of the psyche), showing that the development of abilities is the most complex process in the reconstruction of the whole birth, in which neither the innate structures nor those given to the child function as a separate mechanism. does not obey the general logic. the psyche. In this case, the basic principle of understanding the development of abilities is the role of symbolic means in the restoration of mental functions, the rules for their inclusion in increasingly complex structural associations. Thus, the process of

development of skills is an integral formation of the ways of knowing a person existing in culture. In such a training center there is a sign - the word .

Distribute general and specific skills. General - these are skills that determine the level and specificity of any mental activity. Unlike general abilities, intelligence is manifested in the effectiveness of solving various problems. Cognition is sometimes perceived as a general ability (manifestation in several types of activity, and not in one) - in contrast to specific things, each of which determines the effectiveness of one type of activity (L.S. Rubinstein, N.S. Leites). “It is impossible to have any special abilities without sufficiently developed general skills. All special abilities arise from ordinary abilities, without which they cannot exist, special abilities cannot achieve high development without weak development, ”writes V.S. Yurkevich.

RESULT AND DISCUSSION

There are several classifications of creativity today. Many psychologists associate the ability to act creatively, first of all, with the peculiarities of thinking. In particular, the well-known American psychologist Guilford, who deals with the problems of human intelligence, found that conflicting thinking is unique to creative individuals. People with such thinking do not focus all their efforts on finding the only right solution to solve the problem, but begin to look for solutions in all directions in order to consider as many options as possible. Such people tend to create new combinations of elements that many know and use only in a certain way, or to form connections between two elements that have nothing to look at. Creative thinking is based on a way of thinking that is characterized by the following features:

 speed - the ability to express the maximum number of ideas (in this case, not their quality, but their quantity);

 flexibility - the ability to express different opinions;

 originality - the ability to generate new non-standard ideas (these answers may be reflected in decisions that do not correspond to generally accepted ones);

 Completeness is the ability to improve your “product” or give it a finished look.

Famous local researchers A.N. Onion distinguishes the following types of creative abilities based on biographies of famous scientists, inventors, artists and musicians.

1. The ability to see the problem where others cannot.
2. Minimize mental operations, replace several concepts with one and use more and more informative characters.
3. The ability to apply the skills acquired in solving one problem to another.
4. The ability to perceive the truth as a whole, without breaking it into parts.
5. The ability to easily combine long concepts.
6. The ability to provide memory with the necessary information at the right time.
7. The flexibility of thinking.
8. The ability to choose one of the alternatives to solve the problem before studying it.
9. The ability to integrate newly acquired data into existing knowledge systems.
10. The ability to see things as they are, to distinguish, observing what is observed.
11. The ease of generating ideas.
12. Creative imagination.

13. The ability to refine details, improve the original design.

Candidates of Psychological Sciences V.T. Kudryavtsev and V. Sinelnikov, relying on a wide range of historical and cultural materials (history of philosophy, social sciences, art, specific areas of practice), determined the following universal creative abilities developed in the course of human history:

1. Imaginary realism is a figurative understanding of an important, general trend or pattern in the development of a holistic object, before it has a clear understanding of the personality and fits it into a rigid system of logical categories.

2. The ability to see whole parts in front of you.

3. The prevailing situational and transforming nature of creative solutions is the ability to solve a problem not only by choosing externally selected alternatives, but also by creating alternatives for yourself.

4. An experiment is the ability to consciously and purposefully create conditions that reveal the hidden nature of objects in ordinary situations, as well as the ability to observe and analyze the "behavioral" properties of objects in these conditions [132].

Scientists and teachers involved in the development of programs and methods of creative education based on TRIZ (theory of solving inventive problems) and ARIZ (algorithm for solving inventive problems) believe that one of the components of a person's creative potential is the following abilities:

- ability to take risks;
- divergent thinking;
- flexibility in thinking and action;
- speed of thinking;
- the ability to express original ideas and come up with new ones;
- rich imagination;
- perception of the uncertainty of things and events;
- high aesthetic values;

developed intuition.

Analyzing the above ideas about the nature and characteristics of creative abilities, despite various approaches to their definition, researchers unanimously define creative imagination and creative thinking as an important component of creative abilities.

In a Nichols review summarizing the results of 211 twin studies, 10 studies diagnosed a divergence of thinking. The average value of correlations between twins MZ is 0.61, and the correlations between twins DZ are 0.50. Thus, the contribution of heredity to the identification of individual differences in the level of development of discriminating thinking is insignificant. Russian psychologists E.L. Grigorenko and B.I. Kochubey conducted a study in 1989 by the Ministry of Health and the twins D.Z. (high school students in grades 9-10). The main conclusion reached by the authors is that individual differences in creativity and indicators of the hypothesis testing process are determined by environmental factors. Their mother, Gruzenberg S.O. found a high level of creativity among children with a wide range of relationships and democratic attitudes. [66-72]

Talent is divided into groups, such as general and special talent according to its essence. The mentioned qualities are inherent in the general ability. Overall ability is

generally rarely seen in humans. Alexander the Great (Alexander the Great) and Napoleon Bonaparte were called such people in the history of mankind. According to sources, they were able to perform seven different actions at the same time. Over the years of independence, the results of efforts to restore national values in Uzbekistan, to objectively cover the national history, showed that the great master Amir Temur also had a unique character.

Special talent manifests itself in various types of activities (mathematics, engineering, music, visual arts, literature (poetry and prose), physical education, etc.).

So, skill, talent and talent:

1) specific activity and level of its implementation;

2) is reflected as an individual feature.

Depending on the nature of human abilities, they are considered in different directions and levels. I.e:

1) in the direction: scientific thinking (in the direction of science), artistic thinking (in the direction of literature), music (in the direction of music), sports (in the field of sports), dancing (in the direction of choreography) fine art (in the field of painting), applied art (in the field of crafts, sculpture), technical skills (in the field of technology), military skills (in the military field), social flexibility (in the field of public relations));

2) by level: ability, talent, possession of a unique talent (genius).

Acquaintance with the life and work of the most gifted people in the history of world science and culture showed that talent in the field of science, technology and social relations, in contrast to the above areas, is somewhat different. later (i.e. after 18 years). Consequently, talent is a psychological trait that provides high efficiency, productivity and success in one direction or another.

Among the rare abilities that gifted children possess:

- be able to perform several actions at the same time (for example, hear, see, read, write, think, communicate, etc.);

- The simultaneous perception of two or more realities surrounding them (including the ability to observe the activities of each student in the classroom, listening to the teacher's report);

- extreme curiosity (the desire to know the essence of each event in nature and society (although they are the most insignificant, insignificant), asking too many questions);

- biochemical and electrical activity of the brain (the brain works almost non-stop, "rests" for a very short time, and if uncertainties arise in the cognitive process, they are quickly eliminated; drowsiness is not typical for gifted children);

- a wealth of speech and imagination (most gifted children learn to speak very early, their speech is higher than expected, and their ability to fantasize (imagination) is very strong);

- Possession of a strong memory (the ability to memorize a large amount of text, including epic texts in one reading, and literally retell it). The difference between working with gifted children and the traditional educational process is that pedagogical activity is organized on the basis of special educational programs [46].

Special programs reflect the uniqueness of the training of gifted children.

Developed foreign countries today have extensive experience in identifying gifted children. In the education system, there are many methodologies for identifying and training gifted children. Here are some of them:

Although there are common similarities between traditional and specialized secondary schools, they differ from each other in certain characteristics, and the similarities and differences are as follows:

I. General similarities:

1) organized in accordance with the requirements of the Law of the Republic of Uzbekistan "On Education";

2) the content of training in all disciplines is reflected in state educational standards;

3) special attention is paid to ensuring the unity of education and upbringing;

4) higher organizations (including district, city and district), whose activities are related to the educational institution

State educational institutions, Ministry of Preschool Education of the Republic of Uzbekistan, Uzbekistan

Controlled by the Cabinet of Ministers of the Republic).

5) the educational institution is obliged to report to higher organizations, etc.

II. The main differences:

1) training is organized on the basis of general or special training programs;

2) education in general educational institutions is compulsory, and education in secondary specialized educational institutions is voluntary;

3) the main part of the hours allocated for training in specialized secondary educational institutions is devoted to in-depth teaching of special subjects;

4) educational effectiveness:

a) indicators of student mastery in general secondary education;

b) in specialized educational institutions, in addition, a competition organized by students of an educational institution in various fields is determined by successful participation in exams .

CONCLUSION

Thus, the organization of the activities of secondary schools, taking into account its internal nature and the individual abilities of gifted children participating in an educational institution, gives the expected results. A study of the psychology of education led to the idea that the child should be a key figure in the process of raising children, and that the teacher's efforts should be aimed at organizing, and not hamper, the development of the child. Today's teachers can find a lot of useful information on the pages of educational psychology. In the 1990s, Vygotsky investigated many problems that are still relevant today - problems with supernatural social behavior, creativity and reflection, attention and memory.

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