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РАЗВИТИЕ НАВЫКОВ УЧАЩИХСЯ В ОБЛАСТИ РУССКОЯЗЫЧНОГО И ЛИТЕРАТУРНОГО ОБРАЗОВАНИЯ

Аннотация: в статье представлен анализ проблемы взаимодействия педагогов и одаренных студентов в высших учебных заведениях, разработаны рекомендации по совершенствованию психолого-педагогической поддержки одаренных студентов.

В статье обозначены актуальные проблемы, связанные с обеспечением широкого внедрения современных платежно-денежных систем в Республике Узбекистан и разработаны научные предложения по их решению.

Ключевые слова: одаренный ученик, концепция одаренности, организация образовательной деятельности, творчество.

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DEVELOPING STUDENTS SKILLS IN RUSSIAN LANGUAGE AND LITERATURE

Abstract: *the article presents an analysis of the problem of interaction between teachers and gifted students in higher education institutions, and develops recommendations for improving psychological and pedagogical support for gifted students. The article identifies urgent problems related to ensuring the widespread introduction of modern payment and payment systems in the Republic of Uzbekistan and develops scientific proposals for their solution.*

Key words: *gifted student, concept of giftedness, organization of educational activities, creativity.*

Introduction: In every state, the young generation is the future of the country. The knowledge and skills of young men and women are a sought-after resource. They are the main engine of progress in all areas of society and the state. The state is concerned about developing the potential of young people and their active involvement in the creation of a knowledge economy.

These goals have become a priority and are considered as strategic, national tasks in light of the Presidential Decree “On further support for gifted youth studying and engaged in research activities in higher educational institutions of the republic” dated September 9, 2021 [1]

The document became a motivational platform for student youth to regularly work on themselves and engage in scientific research activities, to reveal their talents and develop creative abilities, and to further support educated and talented young men and women.

Scientific research is being conducted all over the world aimed at improving the pedagogical features of working with gifted students, educational programs and didactic support, developing students' abilities in the process of extracurricular activities, and increasing the intellectual approach to students.

Methodology. The purpose of this study is to form students' knowledge of the Russian language and literature, as well as to improve their methodological and practical skills, analyze the importance of modern education in it, and identify areas for its further development and formation. In the process of scientific study of the

topic, static analysis, logic, analysis and research, various literature and articles were used.

Discussion and results.Characteristic manifestations of giftedness in student age include: energetic growth of moral, intellectual powers and capabilities; increased level of abstraction and generalization; formation of direct and inverse operations, reasoning and conclusions; criticality; increased mental activity; desire for self-improvement; development of worldview, moral, aesthetic feelings; ability to foresee the consequences of activity, critical thinking; growth and enrichment of giftedness; development, formation of special inclinations and abilities; ease of assimilation of new ideas and knowledge, combination of knowledge in original ways, flexibility in concepts, methods of action, social situations; very good development of communication skills, openness, friendliness, developed sense of humor; lively and spontaneous imagination; inability to hide feelings and emotions; activity, persistence, energy, propensity to take risks; impatience when performing routine work, preference for complex tasks; independence in judgments, behavior [2].

Rational organization of educational activities in a higher educational institution requires a differentiated approach to teaching students. The need for a differentiated approach stems from the fact that students differ significantly in their abilities and inclinations, types of memory, level of preparation and perception of the environment. The duty and gift of a teacher is to create conditions in which young men and women can express themselves and show the way to self-realization. A student's giftedness can be determined by professionally trained teachers and specialists according to certain parameters [3].

Outstanding abilities, potential for achieving high results and already demonstrated achievements (language skills, intellectual, specific learning abilities, creative and productive thinking, artistic abilities: singing, drawing, dancing, psychomotor abilities). At present, giftedness still remains a mystery. There are many concepts to define "giftedness", so even today there is no clear formulation.

Giftedness is defined by the presence of clearly expressed abilities in a person from childhood.

It is advisable to begin designing a system for organizing work with gifted students by clarifying this concept in the context of achieving professional mastery. By professional giftedness we mean such a combination of intellectual and creative potential, leadership qualities and self-management abilities, which ensure both successful professional development and the implementation of professional knowledge and skills in the process of activity. It should be noted that this concept includes human qualities that are both genetically determined and acquired at the time of admission to the university [4]

An important component of professional giftedness is creativity, which allows a person to generate new ideas and implement innovative technologies when solving both fundamental scientific problems and purely applied ones, updated by the needs of the regional economy. What is giftedness in relation to the Russian language and literature? It is the ability to write poetry, the gift of writing correctly, knowledge of all the rules, erudition, a special innate stylistic sense, which is encountered less and less often.

A significant indicator is the cognitive activity of students: on the one hand, their interest in classes during the educational process in going beyond the conditions outlined by the teacher when researching a problem, on the other hand, the desire to engage in scientific activities, to carry out interesting projects outside of class time [5].

It is creativity, characterized by the student's emergence at a heuristic or creative level of intellectual activity, that is the most reliable indicator of his giftedness. At the same time, a student's creativity is best demonstrated in creative activity that does not have strict limitations in the breadth, depth and direction of problem research.

Such activities, implemented at the university in the form of Olympiads, professional competitions, participation in business games in the specialty, allow both

to diagnose creativity and to take the first step in its development in the direction of professional activity. Unlike school Olympiads, which diagnose general giftedness, university Olympiads, which reflect the social and subject context of future professional activity, are aimed at diagnosing and developing professional giftedness [6].

Technologies for developing the creative abilities of gifted students used in the most developed countries of the world can be divided into three directions. The first direction is based on the idea that the presence of a creative elite will be decisive for the development of a country, which must be selected at an early age and subsequently special conditions for its development must be created and innovative pedagogical technologies must be used. These technologies are actively promoted in a number of Asian countries and also continue to work effectively in the post-Soviet space. The second direction of technologies does not involve dividing children into gifted and ordinary children (and in some countries such a division is generally considered discrimination against the child), therefore, the same pedagogical tools are used in teaching, but the creation of flexible small groups and the formation of an individual trajectory is allowed.

The third direction in the development of creative abilities, implemented in European and North American countries, is the priority of independent, first cognitive, and then research activity of the student. This increases the ability for self-development and ensures readiness to change the area of professional activity due to changes in the economic situation.

Conclusions and suggestions. To sum up this brief analysis, we can say that a gifted student is a student who stands out with bright, obvious, sometimes outstanding achievements (or has internal prerequisites for such achievements) in the chosen professional activity.

The above-mentioned teaching methods and techniques aim the activity of each teacher at supporting the cognitive interest of their students. Students engaged in

research activities will feel more confident in class, will become more active, will learn to ask questions correctly, and will broaden their horizons.

There are several approaches to identifying gifted students, the features of some of them are disclosed, in particular, in the work. First of all, it is necessary to focus on students who have shown a penchant for creativity during their school years (winners of Olympiads, medalists, etc.). In addition, a fairly easily recorded indicator that predicts (but does not determine) giftedness is the student's success in mastering the basic professional educational program. As a result of the rapid development of informatization of education and the development of human capital, talent is not presented in the form of a triad: intellectual abilities, aspiration, creativity, communication skills, autopsychological abilities, competence.

Thus, today, caring for gifted youth, and in particular for students, is caring for the development of science, culture, social and economic life of society tomorrow.

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