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## USE OF WORLD EXPERIENCE IN IDENTIFYING TALENTED STUDENTS

**Delov T.E.**

Tashkent University of Information Technologies named after Muhammad al-Khorazmiy, Associate Professor V.V.

**Abstract:** This article describes the intellectual potential of talented students in selected areas, the responsibility of professors and teachers for their spiritual development and their friendly relations with the younger generation, which creates the basis for reaching young people with higher peaks. It is also stressed that an international best practice is the basis for quick and easy access to positive results.

**Keywords:** gifted student, student support, pedagogical assistance, pedagogical technologies, psychological and individual qualities, international experience, talented student in information technology.

Among the main trends of world development, the transition to an information society is an important task, which means that identifying and managing talented students in the field of information technologies is an urgent problem for all aspects of society. According to the decision of the Parliamentary Assembly of the European Union No. 1248 in the legislative session, the education system in the education of gifted students is a fundamental human right. Specially gifted students should use educational conditions adapted to their needs in a way that allows them to fully realize their interests and the goals of society. A country cannot afford to lose talent, not identifying intellectual and other potentials in time means losing the resources of the society.

Improving the support system for talented students of higher educational institutions, developing socio-pedagogical technologies for development, identifying intellectual, creative and physical abilities of students, improving facilitative, anthropological and acmeological models is an urgent problem at the international level.

In the years of independence, as one of the main principles of the state policy aimed at the development of the education sector in our country, special attention was paid to encouraging young people with high intellectual potential and talent in the field of information technologies.

Order No. 185 of July 10, 1998 of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan "On approval of the Regulation on the search, identification and targeted training of talented students" was approved. As a result, a system of physical, mental and intellectual development of higher education institutions, as well as support and encouragement of talented and talented students was formed. In order to increase the efficiency of training and development of talented students, to fundamentally improve the quality of higher education, to study foreign languages, computer science and specialized sciences in an in-depth

manner, to attract them to the high-quality use of information and communication technologies, to modernize schools oriented to new fields. was defined as.1

There is no universally agreed upon definition of gifted and talented students. Some accepted terms are genius, gifted, extremely gifted, highly gifted, gifted and talented, brilliant, virtuoso, and lofty.

For the purpose of this document, the terms gifted and talented are used to describe students who achieve or have the potential to achieve at a higher level than the rest of their peer group in their school. primary, selective and non-selective after-school or other educational institutions.

Students who demonstrate or are capable of demonstrating exceptionally high ability relative to their peers across the population are referred to as Exceptionally Gifted.

The terms "Gifted and Talented" or "Talented Talent" cover students who demonstrate talent across the curriculum as well as in one or more specific areas. All talents and gifts are equally valued. Equal time and resources should be allocated throughout the learning environment to maximize the best results.

In the absence of an agreed-upon definition of gifted and talented, we assumed that a student's abilities would be in one or more of the following areas:

- general intellectual ability or talent;
- unique academic ability or talent;
- fine and performing arts and sports;
- leadership ability;
- creative and effective thinking;
- mechanical invention; and
- special skills in empathy, understanding and negotiation.

Be careful not to rely on IQ scores alone, as specific abilities may not be identified in areas such as creativity, leadership, the arts, social and physical skills. Also, gifted and talented students who may experience learning difficulties or secondary exceptionalism may have depressed scores that may not reflect their true potential in other areas.[6]

The role of the school in which he studied is considered important in the manifestation of the talent of any student. Taking this into account, it is appropriate to look at the following indicators, and these guidelines can be used by:

- raising awareness among school staff, students and parents;
- Review and review of school policies and practices for gifted and talented students and the attitude of school management to further develop an inclusive school ethos;
- schools for introduction of identification strategy;
- activity of the school management to create a school development plan and departmental action plans;

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<sup>1</sup> 2017 – 2021 йилларда Ўзбекистон Республикасини ривожлантиришнинг бешта устувор йўналиши бўйича Ҳаракатлар стратегияси // Ўзбекистон Республикаси Қонун ҳужжатлари тўплами. – Тошкент, 2017. – Б.38

- universities and colleges of additional education to inform the initial training of teachers;

- management of the school, targeted continuous training;

- including strategies for students' emotional well-being, communication with parents;

- individual teachers and classroom assistants identify strengths and areas of development in their practice with Gifted and Talented students and therefore develop implementation in the classroom;

- others to evaluate future policies (including classroom, school, university, official organizations, authorities, from 2019, department of education, initial training of teachers);

- parents and caregivers to support their son/daughter;

for information Gifted and talented students .

Identification is one of the most important steps in preparing gifted student programs, through which gifted students are identified in order to provide appropriate services and educational programs. These programs seek to meet their needs, test their abilities, and work on their development. This process serves to oversee the admissions system for gifted education programs, to fill programs for special education services with the most appropriate students, and to identify the type and level of giftedness, which in turn identifies the needs of gifted students and helps guide them. to the most suitable programs for the development of their competences.[5]

Stages of the process of identifying gifted students:

1. Screening: This phase is designed to accommodate the largest number of students to participate in the identification process in order to avoid the problem of losing students who are eligible for care. This is achieved through a number of measures, including student nominations or self-nominations by teachers, parents and peers. Screening methods include checklists, test scores, portfolios, teacher reports, and background information.
2. Narrowing: this phase aims to identify talented students based on specific criteria using qualitative and quantitative tools for nominated students.
3. Inclusion: the purpose of this phase is to decide whether to assign students selected in the second phase to educational programs that match their abilities, preferences and interests. This is done through personal interviews and a list of preferences and interests.

Criteria used to identify gifted students:

1. IQ.

2. Creativity.

3. Academic success.

Tools and criteria for identifying gifted students:

First, quantitative tools:

1. Measures of mental abilities (intellect).

2. Talent identification kit.

3. Academic achievement tests.
4. Test solutions to problems in innovative ways.

Second, quality tools:

1. Portfolio.
2. Note card (behavioral aspects - leadership).
3. Statements of behavior (self-peer-teachers-parents).
4. Personal conversations.
5. List of professional interests and inclinations.

Gifted Student Identification Kit The Hamdan Bin Rashid Al Maktoum Honorary Foundation for Academic Excellence seeks to discover and identify gifted students by providing appropriate identification tools that enable them to identify and measure their various abilities. The Foundation, in collaboration with gifted experts, launched the Gifted Student Identification Toolkit project, which aims to develop tools specifically designed to be globally recognized as best practices in gifted education.

Developed tools:

Talented students are identified in several stages from preliminary/field survey to selection and identification of talented students. In the initial/experimental field research phase, research tools are developed in the initial/experimental field. At the candidacy stage, a set of talent tests is created and developed, which includes tests to measure: motivation, ability, learning and learning environment. As for the selection and identification phase; At such a stage, personal interview forms and a guide are created for gifted and talented students.

What sets the gifted student identification kit apart:

- World recognized means of identification.
- An integrated set that includes all steps of identification that are scientifically and internationally recognized.
- Standardized tools for (each country's) environment prepared by international talent experts.
- The first integrated and comprehensive state-level collection of gifted students.

Talented students and professors of technical higher education institutions in the field of ICT are the main participants in ensuring the implementation of the state program developed for this purpose.

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