

CLASSROOM TEACHING STRATEGIES AND TECHNIQUES OF WORKING WITH  
SMARTEST STUDENTS

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**Annotatsiya:** *Ushbu tezis iqtidorli bolalar bilan ishlashga bag'ishlangan. O'qituvchining iqtidorli bolalar bilan ishlash bosqichlari batafsil ko'rib chiqiladi.*

**Kalit so'zlar:** *iqtidorli bolalar; tilshunoslik qobiliyati; pedagogik texnika.*

**Аннотация.** *Данный тезис посвящен работе с одаренными детьми. Подробно рассмотрены этапы работы учителя с одаренными детьми.*

**Ключевые слова:** *одаренные дети; лингвистическая одаренность; педагогические приемы.*

**Abstract.** *This thesis is devoted to the work with gifted children. Teacher's working stages with gifted children are considered.*

**Key words:** *gifted children; a talent for languages; teaching techniques.*

Working with capable children, as well as the problems with the teaching system, is extremely relevant for modern society in Uzbekistan. The need for people who think outside the box, are creative, socially active, able to solve problems in an extraordinary way and see new, promising goals is due to the civilizational processes taking place in the country. In these conditions, the identification, support, development and socialization of capable children undoubtedly becomes one of the priorities of the education system.

Assessment of giftedness, a research program by its nature is in great research interest. This explains the existence in scientific usage of various definitions of the concept of "gifted child". We will adhere to the interpretation proposed by A.I. Savenkov, according to his interpretation a capable child has a higher susceptibility for learning and more pronounced creative manifestations than his peers, the other things could be equal.

It is obvious that his achievements in one or another type of activity are profitable, and their intensity of expression and individuality distinguish brilliant child from other children. The diagnosis of giftedness is related to the determination of its characteristics. Researchers consider the main differences between a gifted child and peers to include such manifestations as:

- vivid imagination;
- curiosity;
- constant desire to learn something new;
- good memory;
- willingness to receive a large amount of new information in a short period.

However giftedness does not mean that a child is talented in everything. Usually giftedness manifests itself in something specific, for example, in drawing, music, etc. The following types of giftedness are distinguished:

1. Giftedness in practical activity (in craft, in sports, etc.).
2. Giftedness in cognitive activity – intellectual giftedness of various types depending on the content of the activity (in the field of natural sciences and humanities).
3. Giftedness in artistic and aesthetic activity (choreographic, scenic, visual and musical talent).
4. Giftedness in communicative activity (leadership and attractive giftedness).
5. Giftedness in spiritual and value activity – giftedness, manifested in the creation of new spiritual values and service to people.

In this thesis it will be discuss such a type of giftedness as linguistic of giftedness. In terms of linguistics, the strategic goal of teaching a foreign language is the formation of a secondary linguistic personality. This theory includes the presence of grammatical categories in English and their absence in the native language, the discrepancy between the semantic structures of words, their discrepancy in the scope and content of the concept, as well as their compatibility with other concepts – all this can become, with appropriate didactic support, a condition and a means of expanding linguistic consciousness, linguistic and cultural picture peace for a gifted child.

A foreign language as a means of communication is certainly a priority goal, at the same time, a foreign language as a school subject is a subject area that has great motivational and didactic potential. Traditionally, in connection with a foreign language, along with general academic ones, such motives as regional and socio-cultural motives are considered.

Introduction with language as a system contributes to the formation of systemic thinking. First of all, in order to start working with gifted children, it is necessary to describe the stages of work on the preparation, identification and education of such children. Thus, in the course of the study, the following main stages of work with gifted children were identified:

- Preparing teachers to work with capable children.

Much attention should be paid to teacher training. These can be relevant courses, seminars, developments, various kinds of programs for working with gifted children, as well as taking into consideration of pupils' age characteristics and psychology of children. In other words, a teacher cannot start working with gifted children without having been trained, since a gifted child has its own characteristics, it differs in many ways from its peers and it needs a special, individual approach.

- Development of diagnostics to identify capable children.

After completing the training, the teacher needs to carry out diagnostics to identify gifted children.

Diagnosis of giftedness is a complex problem and requires the use of targeted techniques, methods, techniques and tools. These include methods such as observation, conversation, and various tests.

- Creating a comfortable psychological environment.

A teacher will not be able to achieve any result in working with gifted children if he does not create the necessary comfort and coziness in the classroom for the full development of such children. A smartest child should not feel detached from this world, he should feel equal with his peers. The main problem of this stage is the adaptation of a gifted child in an educational environment with ordinary children. He needs to learn how to work in cooperation with his classmates.

- Identification of the most effective methods, techniques and technologies for working with capable children.

**A) Work with capable children in the classroom.** A differentiated approach, the use of modern educational technologies in the classroom will create favorable conditions for activating the cognitive activity of students, expanding their knowledge of the subject. Educational technologies such as

problem-based learning, project activities, and the development of critical thinking through reading and writing will help to develop their intellectual and creative potential.

**B) Extracurricular work with capable children.** Due to the modern saturation of educational material in the educational process, it is impossible to create conditions for improving creative and intellectual abilities only in the classroom. Additional education can solve this problem. The system of additional education has every opportunity to teach everyone differently, taking into account the individual characteristics and interests of children. As a result, optimal learning conditions can be created for most children: they will be able to realize their abilities, master programs, while no one will "drop out" of the educational process.

- Application of the most effective methods, techniques and technologies in teaching English with capable children.

At this stage, the teacher will have to identify the most effective methods of working with brilliant children and apply them in practice.

- Expected results of the teacher's work with capable children.

Before starting work with smartest children, a teacher should clearly set goals that he will achieve during the educational process.

- Application of the results of the work in practice.

On this issue, the teacher should know the basics of working with gifted children, because he will already take a training course, study the necessary literature on the development and training of gifted children, learn how to create a psychological environment in the classroom, conduct diagnostics to identify gifted children, determine effective methods and techniques and begin to apply all the results in practice.

Thus, work with capable children is one of main priorities in the activities of any teachers, since it is gifted children who are the future of Uzbekistan, those of our citizens who will have to ensure its development. To reveal the potential of a gifted child, to make learning process interesting and informative for him is a responsible and difficult task, but it is feasible for any creatively thinking and creatively working teacher.

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