

**SYSTEM FOR IDENTIFYING GIFTED STUDENTS AND
PREPARING THEM FOR THE DEVELOPMENT OF MODERN SCIENCE**

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Abstract

This article will talk about the system of identification of gifted children and their preparation for the development of modern science.

Key words

Educational reforms, training, education, gifted children, innovative approach, Uzbek system.

In modern Uzbekistan, reforms in the sphere of education pursue the strategic goal of forming an intellectually developed and highly cultured individual whose potential significance determines key aspects of the development of the individual and the state in the social, political, environmental and cultural context. Globally, including in English society, the identification and support of gifted children is recognised as the number one priority, since the future of society depends on it.

In recent years, Uzbekistan has undergone radical changes in its approach to the educational system, particularly in terms of working with talented young people. The country has accumulated extensive experience in the identification, training and education of gifted children, which includes:

- the development of advanced scientific programmes and teaching aids;
- creation of methods for early identification and testing of abilities;
- professional development of teachers and specialised training.

At the state level, comprehensive measures such as a national programme for gifted children, quality standards for education, digital platforms and stimulating projects are being implemented to support and develop these initiatives.

T. Balchin emphasises that the modern system of education for gifted children represents an innovative breakthrough, providing an individualised approach to solving traditional problems related to meeting the educational needs of different categories of talented students.[1]

In Uzbekistan, the system for gifted children is integrated into the national educational policy, which is based on the principles of equity, social equality and self-evaluation of students, and includes continuous professional development of teachers. Research by R. M. Kengesbayevich indicates that the new approach to education contributes to evolutionary changes in the scientific sphere, which is directly reflected in educational programmes for gifted children.[3] The system for gifted children is integrated into the national educational policy, which is based on the principles of equity, social equality and self-esteem of students.

D. Gaipov identifies two key factors that determine the transformation of the educational system and its impact on the development of gifted children:

1. Education is becoming an integral part of state policy, where the well-being of the child is considered in the context of his or her physical, cultural and spiritual development. The gap between children from different social strata in Uzbekistan remains significant and continues to widen.

2 The emphasis is on individualisation of the educational process, which requires a special approach to each pupil, especially the gifted and talented, ensuring that their unique educational needs are met.[2]

The Uzbek model of education is characterised by political and educational components. At the policy level, the system of education for gifted and talented children has a rich history.

Uzbekistan proposes an innovative method of ensuring stability in the educational system through a comprehensive strategy to support outstanding young talents - not only at the policy level, but also through socio-economic measures. This approach activates the realisation of the potential of gifted children in the spheres of science, business and culture; thus raising the prestige of special education for talented young people.

The fundamental idea of the Uzbek system is the harmonious combination of two key aspects:

1. Identification of gifted pupils
2. Development of individual educational programmes

The focus is on the policy component, which takes into account the strengths of each component and provides for flexible solutions, taking into account possible limitations.

Traditionally, Uzbekistan has been characterised by an approach based on early identification of gifted pupils. This method involves:

- Creation of a specialised educational space
- Development of quality teaching materials outside the framework of generally accepted programmes

- Creating an environment conducive to self-realisation and self-esteem

The work of R. M. Kengesbayevich emphasises:

'The pedagogical basis is the development of individual educational plans to achieve deep general educational preparedness, aimed at developing the abilities of the majority of children and minimising their social exclusion. However, critics point to the artificiality of equality in the context of a lack of professional competences among educators.'"[5]

Benefits of a systemic approach to gifted education:

- Formation of a national community of gifted students
- Introduction of specialised programmes that deepen and broaden knowledge within the framework of general education
- Balancing in-school and out-of-school learning to increase effectiveness
- Integration of gifted children into mainstream classrooms without stigmatising their abilities
- Social inclusion without discrimination based on intelligence level
- Co-teaching with children of different developmental levels for mutual support and growth
- An integrated approach to the educational process, combining traditional methods and modern technologies.

Thus, the Uzbek model of education for gifted children is a unique combination of strategies aimed at their all-round development in harmony with society.

The main principles of educational systems for gifted children in the world, formulated by Renzulli J. and Reis S., centre around a model of school education for children aged 5-11, where differentiated approach is key. Teachers are instructed to develop curricula tailored to the individual needs of each pupil, thus ensuring that their educational needs are fully met."[6]

In Uzbekistan, where the educational process is central, special attention is paid to the development of gifted and talented children, encouraging them to maximise their potential. Hard work, intellectual achievement and creative thinking are encouraged here as the main factors of success. R. M. Kengesbayevich emphasises that curricula are adapted to the success of pupils exceeding standard requirements, which requires the school and teachers to have a deep understanding of the individual characteristics of each pupil and to set clear objectives for achieving specific educational outcomes.[4]

In the Uzbek model, pupils are recognised as gifted and talented by focusing on the high standards of the school curriculum, which promotes self-evaluation

and awareness of their potential. This process helps children to adequately assess their strengths and weaknesses, which is an important stage in their development.

In Uzbekistan's educational system, the role of the teacher in working with gifted and talented children is becoming key. Teachers must not only be highly professional, but also demonstrate responsibility, going beyond standard techniques to support and develop the abilities of their students. Pedagogy in this context takes on an exploratory character that requires continuous improvement.

The system does not place all responsibility for the success of gifted children solely on teachers. Extracurricular programmes and additional opportunities for development outside of school reduce the workload of teachers and provide a more flexible approach to the educational process.

The process of formation and development of the system of education for gifted and talented children in Uzbekistan has taken place over a long period of time, drawing on the experience of leading scholars and practitioners in the field of education. Strategically, Uzbekistan has focused on developing specific quality standards that ensure comprehensive and effective interaction with gifted students at all levels, from the classroom to the institutional level.

Conclusion: The approach implemented in Uzbekistan for the national system of education and upbringing of gifted children has set a long-term strategy focused on a harmonious combination of high standards and objective assessments, application of an individualised approach, adaptive identification of students' abilities and mandatory inclusion of these factors in the educational model.

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