

DIAGNOSTICS OF ORGANIZATIONAL ABILITIES OF GIFTED STUDENTS

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Abstract. In this article, we conducted research on the identification of the abilities of gifted students, and in our research work, we conducted research on the organizational abilities of gifted children based on the methods of “Test for the identification of communicative abilities of gifted children”, “Test for the identification of organizational abilities of gifted children”, and “Determination of areas of abilities”. The family is a part of society, in which a new person is born, it is the primary school of life for a small social group. Parents, as the first teachers and educators of the child, must first of all be psychologically prepared, A talent is a specific form of abilities that ensure the successful implementation of

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The family is a sacred place. In the family, we grow, receive education and grow up. The family is our main institution for upbringing.

To explain the uniqueness of people in their studies, work and creative activities, psychology primarily addresses the issue of abilities and talents. Because society is primarily interested in a talented person, and in addition, that person himself benefits from every action he makes.

The problem of abilities is primarily related to the quality of human intelligence, the presence of skills, abilities and knowledge in him. Especially since the intelligence and intellectual potential of every young person who wants to become a professional guarantees that he will become a qualified specialist, the concept of abilities is studied in psychology more in connection with the concept of intelligence.

Every normal person wants to be smart, and even if he doesn't say "I'm smart," he wants people to praise him with this very quality, with everything he does, everything he says, everything he thinks. The adjective "stupid, stupid" offends anyone, even a young child. It is also characteristic that, especially among our Eastern peoples, the expressions "very smart" or "very stupid" are not used in relation to someone, we use these characteristics within the framework of average classifications: "So-and-so's son is quite smart, and so-and-so's son is a little stupid and is making his parents cry" actually indicate that the category of "smartness" is related to the most delicate qualities of a person, close to his heart.

The traditions in science are such that the issue of intelligence and perception, the qualities associated with human intelligence, have been the subject of many studies. Scientists have used the word intelligence more often than the word intelligence, drawing attention to the fact that this word has its own interpretation. Because, in their opinion, only a person with intellectual potential can be called capable. Intellectual potential, on the one hand, was considered a concept directly related to all processes in life, and on the other - to the individual, and its importance is that it allows us to predict existence and future events. At this point, let's understand the dictionary meaning of the word "intelligence".



Intellect is a concept that arose from the Latin word - intellectus - understanding, knowledge and intellectum - mind, and it is such a part of the mind that can be measured, changed and developed. This indicates that the intellect and the abilities related to it are social in nature. Indeed, abilities and intellect are directly influenced by the external environment, human relationships in it, and the period of life. We see and feel this in the example of our day. The level of intelligence of the new generation - boys and girls who associate their future with the 21st century - is much higher than that of their parents and grandparents.

Today's children are quickly mastering all types of technology, from computers to computers, knowing several world languages is no longer a problem for many, and young people are not having difficulty mastering tests consisting of thousands of tasks. In addition, everyone probably knows the influence of the family environment on the development of intelligence. If a child is raised in an educational environment in the family from an early age, his worldview will be broad, and he will be able to master the materials given in the subjects of his choice very quickly and without difficulty.

One of the most important and urgent tasks of applied psychology today is to identify the buds of talent from an early age, to reveal the direction of individual abilities according to the level of intelligence. That is why many intelligence tests and methods for diagnosing abilities have been developed and are being successfully used in practice.

The problem of measuring abilities began to be consistently solved by the end of the 19th - beginning of the 20th century. Abroad, such work was studied by Spearman, Binet, Eysenck, and others. They used special tests to study abilities and talents. The common essence of these tests is that the system of tasks in them consists of a battery of increasingly difficult tests-tasks. For example, Eysenck's famous intelligence test consists of 40 tasks, which measures the speed of intellectual processes. The time criterion is important here.

Other authors have come up with different methods, arguing that slow work is not a sign of incompetence. For many scientists, for example, for Russian scientists, a reliable criterion for measuring ability is to record a person's achievements and changes in his abilities directly in the process of activity.

In our research work, we conducted research on the organizational abilities of gifted children based on the methodology of the "Test for Determining the Organizational Abilities of Gifted Children". Initially, at the diagnostic stage, we identified students with a low level of development of organizational abilities.

Each psychodiagnostic method used revealed the extent to which organizational skills were developed in gifted children, and our research on the organizational skills of gifted children also revealed a unique feature, namely that along with those with high organizational skills, there are also those with average and low levels of organizational skills, and they constitute the majority.

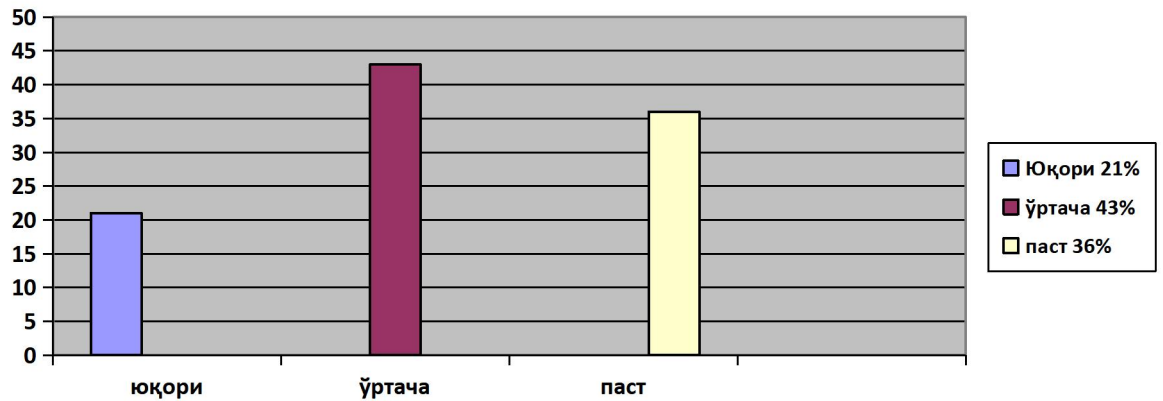
"Organizational Ability Assessment Methodology" Indicators

1.jadval.

Respondentlar n=60	Organizational ability levels		
	yuqori	o'rta	past
Soni:	13	26	21

Foizi:	21%	43%	36%
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"Organizational Ability Assessment Methodology" Indicators



1. Figure. Indicators of the "Methodology for Determining Organizational Ability".

Diagnostics of communicative and organizational abilities of gifted children shows that in modern gifted education and upbringing, there is little attention paid to the development of such features, and conditions are not created that take into account the individuality of each gifted child. In particular, every teacher should know that early identification of gifted children and improvement of pedagogical and psychological mechanisms for their upbringing are the requirements of today, and work with them, drawing up a plan of action

The next method used in our study to study the abilities of gifted children was the "Ability Areas Identification Test." (Appendix No. 1)

So, according to this test, it is possible to determine the main areas of gifted children's abilities. In our research, we conducted an experiment on 60 gifted children using the "Ability Areas Identification Test."

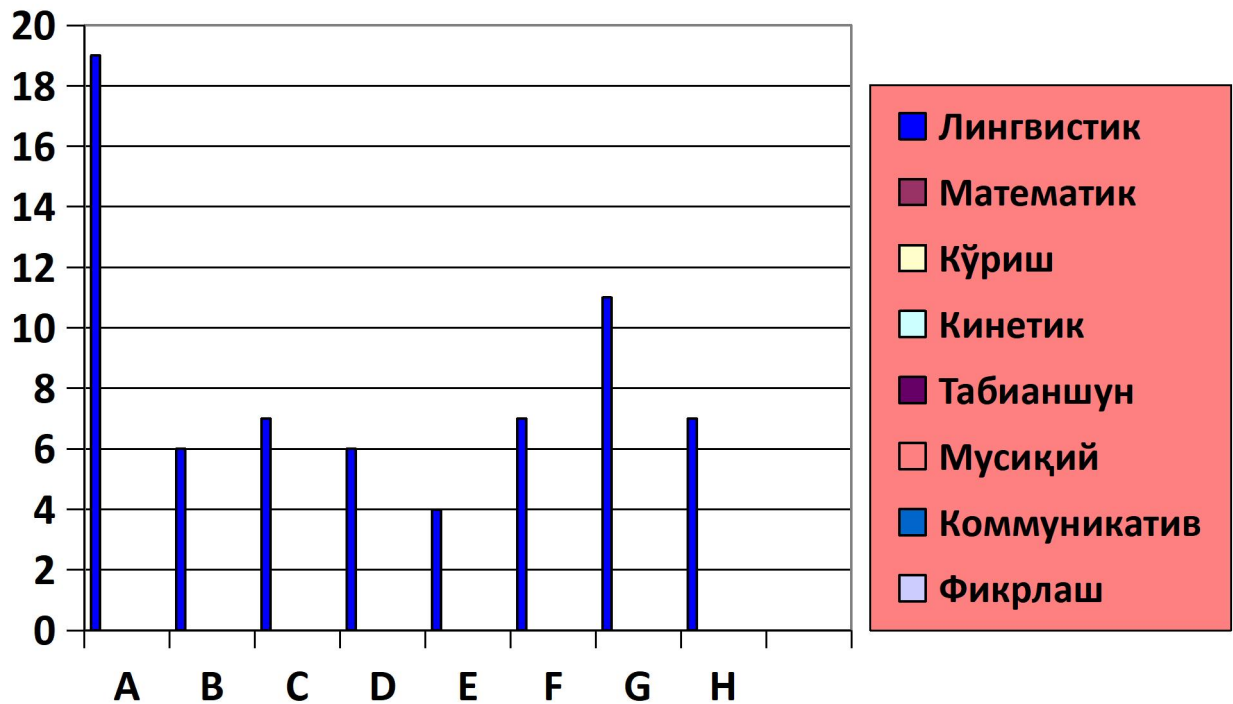
Test takers' scores on the "Organizational Ability Test."

As can be seen from the table above, the majority of respondents were linguistically and communicatively gifted. Indeed, gifted children are primarily communicatively gifted, but targeting them in specific areas is a social problem today.

Respondents' areas of ability

2.jadval

Areas of expertise	A	B	C	D	E	F	G	H
Number:	19	6	7	6	4	7	11	7
Percentage:	31,6%	10%	11,7%	10%	7%	11,7%	18%	11,7%



2.-Figure. Areas of ability in gifted children.

The results of this methodology also revealed that communicative abilities were manifested in 18% of gifted children.

Based on the results of our diagnostic research, we concluded that it is necessary to develop the communicative and organizational abilities of gifted children on the basis of separate pedagogical and psychological programs. At the next stage of our research, we developed a psychological training program for the development of communicative and organizational abilities of gifted children.

In the sessions based on the psychological training program, we conducted training with students with medium and low communicative and organizational skills, based on the results of psychodiagnostic methods.

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