



FORMS OF EDUCATIONAL SESSIONS IN THE LEARNING PROCESS AND ISSUES OF PREPARING TEACHERS TO WORK WITH GIFTED CHILDREN

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Abstract: *This thesis discusses the main forms of educational sessions and academic work used in the learning process. Additionally, it analyzes the challenges of preparing teachers to work with gifted children in modern educational settings, approaches in this area, and the effectiveness of training methods developed within the professional development system.*

Keywords: *learning process, educational sessions, lecture, practical training, interactive learning, assessment, gifted child, professional competence, professional development.*

In the modern education system, utilizing various forms of educational activities is crucial for developing students' knowledge, skills, and competencies. The learning process should aim not only to impart knowledge but also to foster comprehensive individual development, particularly in identifying and nurturing the potential of gifted students. Thus, the matter of preparing teachers for this task is of utmost importance. The principle of pedagogical expediency in applying new information technologies requires a pedagogical evaluation of the effectiveness of each step in organizing and designing the distance learning system. Therefore, it is necessary to enrich the content of training courses appropriately, rather than prioritizing

technology introduction, and to develop ways to convey this content to students through new information technologies. The content of distance learning must meet the regulatory requirements of state educational standards. It is also necessary to create alternative programs that allow for flexibility in choosing educational content. Humanity faced numerous challenges at the end of the twentieth century. These issues were directly linked to significant changes in the information and telecommunications sphere, particularly the rapid advancement of information technologies. New information and communication tools began to permeate education, production, and various sectors of human society. The development of the global computer network, the Internet, has paved the way



for new directions in improving the worldwide education system. Firstly, a dramatic shift in the technical support of educational institutions and the opening of broad access to global information resources necessitated the use of new forms and methods of teaching.

The following types of training sessions and educational activities are employed in the educational process. These include lectures, practical and seminar classes, laboratory work, thematic discussions, master classes, workshops, business and role-playing games, trainings, experience exchange seminars, field trips, consultations, attestations, completion of diploma and project work, and other forms specified in the curriculum. Lectures are designed for large audiences and allow for the oral, logical, and systematic presentation of substantial information. G.K. Selevko categorizes lectures into introductory, classical (traditional), problem-based (motivational), and summarizing types. Practical classes serve to deepen and expand knowledge gained in lectures, develop professional skills, and assess knowledge. While seminar sessions focus on discussing scientific issues and presentations, laboratory work ensures the connection between theory and practice. Interactive forms of education - round table discussions, master classes, business and role-playing games - ensure active student participation and contribute to the development of their professional and personal competencies. Consultations

are primarily used to consolidate knowledge and address problems before attestations and exams. Attestation is a means of evaluating the quality of work performed during the educational process, allowing determination of educational programs' compliance with set goals and outcomes, and demonstrates the effectiveness of the educational institution's activities. Modern educational standards require new professional competencies from teachers. Today's teacher should not only be knowledgeable but also a specialist capable of working with all categories of students, including gifted ones. The teacher's level of preparedness is a crucial factor in identifying, supporting, and developing gifted children. In pedagogical research, the concepts of giftedness and gifted child have been studied through retrospective analysis. It has been identified that the lack of uniform requirements and effective methodologies in preparing teachers to work with gifted children is one of the existing challenges.

Personal-activity and competency-based approaches have been found to be the most effective in addressing these issues. These approaches serve to develop the teacher's ability to independently and effectively solve professional tasks. Just as developing students' creative abilities has always been important, the forms, methods, and tools used in these processes are also consistently significant. Since education at the school



stage is considered the foundation of students' learning, it necessitates the development of students' creative activity from the early stages of knowledge acquisition in these processes. Therefore, developing students' creative abilities and further improving creative activity should be a priority issue on today's agenda.

In conclusion, one of the important tasks of modern education is the effective use of various forms of educational activities in the learning process and preparing teachers to work with gifted children.

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TEMPERAMENT: PSIXOLOGİYALIQ TÚSINIK, TÚRLERİ HÁM SHAXS RAWAJLANIWINDAĞI ÁHMIYETI

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Gilt sózler: *Temperament, shaxs psixologiyası, individual ózgeshelikler, joqarı nerv iskerligi, psixikalıq procesler, sezimler turaqlılıǵı, temperament túrleri, sangvinik, xolerik, flegmatik, melanxolik, nerv sisteması.*

Annotaciya: *Usı maqalada temperament túsiniginiń psixologiyalıq mánisi, onıń qalıplesiwine tásir yetiwshi faktorlar hám de shaxstıń rawajlanıwındaǵı áhmiyeti kórsetilgen. Temperamenttiń biologiyalıq tiykarları, joqarı nerv iskerligi menen baylanıslılıǵı hám temperament túrleriniń psixologiyalıq sıpatlaması ilimiy jaqtan analizlengen. Sonday-aq, temperamenttiń insan minez-qulqı, sezimlik halatı hám sociallıq beyimlesiwindegi orni kórsetip berilgen. Izertlew nátiyjeleri temperamentti úyreniw ámeliy psixologiya hám pedagogika tarawlarında áhmiyetke iye yekenligin tastıyıqlaydı.*

ТЕМПЕРАМЕНТ: ПСИХОЛОГИЧЕСКАЯ КОНЦЕПЦИЯ, ТИПЫ И ВАЖНОСТЬ В ЛИЧНОСТНОМ РАЗВИТИИ.

Ключевые слова: *Темперамент, психология личности, индивидуальные различия, высшая нервная деятельность, психические процессы, эмоциональная устойчивость, типы темперамента, сангвиник, холерик, флегматик, меланхолик, нервная система.*

Аннотация (Рус тилида): *В данной статье раскрывается психологическая сущность понятия темперамента, факторы его формирования и значение в развитии личности. С научной точки зрения анализируются биологические основы темперамента, его связь с высшей нервной деятельностью, а также дается психологическая характеристика основных типов темперамента. Показана роль темперамента в поведении человека, его эмоциональном состоянии и социальной адаптации. Полученные выводы подтверждают значимость изучения темперамента в практической психологии и педагогике.*