



MODES OF WORK IN ENGLISH LANGUAGE EDUCATION WITH GIFTED CHILDREN

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The Specialized Boarding-School Named After
Abdulla Oripov, an English Teacher

Abstract

This article examines the idea of giftedness and reveals unconventional approaches to working with gifted kids.

Keywords: kinds of instruction, types of teachings, giftedness, extracurricular program, skills.

Introduction

In Uzbekistan, a new area of educational endeavour has emerged as a result of the paradigm change in social development and the country's entry into the information-technical era. The social order of society is given the most attention in the nation in order to foster an active and creative personality.

People with intellectual development, learning capacity, creativity, independence, the ability to make decisions on their own, and the ability to constructively change problematic situations are becoming more and more necessary in today's environment. As a result, the focus on the development of each child's personality, skills, abilities, and creative potential is acknowledged as the top priority in their education, upbringing, and overall development. Accordingly, the challenge of fostering a child's creative and dynamic nature and helping them reach their full potential—particularly when learning English—is becoming more and more significant.

Any nation's potential lies in its gifted and bright youth, who can help it grow and find positive solutions to today's social and economic issues. The new national educational policy places a strong emphasis on helping schoolchildren develop their talents, and working with brilliant kids in the right ways is crucial to their success. Along with this, our state pays great attention to gifted children.



Discussions

Since a gifted child is unique and may not always meet the requirements of the regular school system, the instructor must exercise caution while selecting the types of assignments for English classes. A gifted child's learning process may be positively or badly impacted by the forms used. In the context of education, form describes the outside aspect of how the learning process is structured and represents the character of the interactions amongst the pedagogical process participants.

In order for the education of a gifted child to yield results, non-standard forms of work should be used at the lesson. For example, one of the forms of work can be a lesson-project. A finished project can be presented in a variety of forms: it can be an article, recommendation, album, collage, presentation. An important moment here is the presentation of the project to the class with subsequent discussion.

A lesson-excursion is a form that works equally well. The dialogue of cultures is highly significant to gifted children because they like learning about the cultures of both their own nation and the country of the language they are studying. When a bright youngster sees tangible rewards of their hard work in real-world situations, it inspires them to continue studying a foreign language.

Since brilliant kids are known for their independence, it would be fitting to bring up this type of work as a seminar lesson in English class. Children who are gifted prefer to search for information from a variety of foreign language sources. They like to visit international websites and read periodicals, newspapers, and reference books. The work may be displayed as drawings, a report, or a presentation.

Gifted children always want to see that they are better than others, to prove the results of their labor and show their knowledge. A quiz lesson can help with this. Many gifted children have a problem of communication with their peers. They can be withdrawn, and this form teaches to help each other, to work in teams and pairs, fosters patience, respect for each other. Thus, this form not only pursues educational goals, but also helps a gifted child to develop as a person.

The forms listed above are better suited for the lesson form of organizing the learning process.

A typical 45-minute lesson is frequently insufficient to properly plan an English lesson. As a result, the instructor uses a variety of extracurricular activities to work with these kids after school. A gifted youngster benefits from extracurricular activities by having more time and chances to showcase their skills, grow, set and



accomplish new goals, and fully develop their ability. The teaching of English can make use of a wide variety of extracurricular activities.

I want to point out that independent work should be prioritized for gifted kids. These kids dislike pre-existing structures or certain task formulations. The freedom to select how to approach assignments is provided by autonomous work. When working with children that are linguistically talented, quizzes and Olympiads are among the most crucial types of work. These forms are referred to as "a start to science, to life," and primary school is the ideal time to start preparing for this very start.

Even though there are many different kinds of extracurricular activities, I would want to highlight one such activity: circles. The structure of the school curriculum may not allow for the fulfillment of the unusual interests that gifted children frequently have. The gifted child's interest in English will therefore be greatly increased if a hobby club is included in the extracurricular program. Since the circle may combine all types of activity, it is regarded as one of the most effective ways to teach foreign languages to kids.

The complex development and realization of intellectual and creative abilities of talented children take place in the most complex types of activities that require non-standard approaches and solutions. Examples of such activities can be Olympiads, competitions, research projects held at different levels. Thus, the use of various methods and strategies, modern educational technologies allows the teacher of English to form broad cognitive motives, to develop students' cognitive interest in the educational material.

Conclusion

To summarize, a teacher working with gifted children should have a high level of professionalism, personal qualities that allow to create a favorable atmosphere of cooperation in the classroom, to be enthusiastic about their subject, to promote the formation of adequate self-esteem of gifted children. Thus, properly selected forms of lessons and extracurricular activities are an excellent ground for a gifted pupils, motivating him/her to continue learning English, and helping a gifted child to develop in many directions.

As an English teacher, I propose to pay attention to both the selection of gifted children and the promotion of the realization of giftedness by using different



approaches not only in studying and understanding the specifics of the personality of gifted children, but also in direct work with them.

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