

## Teaching English Activities for the Gifted And Talented Students

Kurbonova Mekhrangiz Khurshedovna

Aliyeva Zebo Akramovna.

Teachers of English Faculty 2 ,The Department of Integrated English Course , Samarkand State of Foreign Languages.

**Abstract:** Individual work with gifted students plays an important role in the development of their intellectual abilities and creative abilities. Preparation for participation in Olympiads of various levels allows such children to show their best side. Teaching English in general educational institutions should be aimed not only at mastering the program material but also at identifying gifted children and organizing additional work with them.

**Keywords:** gifted and talented children, English teaching, teaching activity.

This article reviews the literature and recommends activities that can be used to teach English to gifted and talented students. It includes the responsibilities that teachers of the gifted and talented have in teaching the English language. Strategies for teaching the language in a natural and flowing way to increase intake and usage are also presented. Also discussed are the pressures on gifted and talented students when they are learning a new subject such as the English language and how these pressures occur because of beliefs about giftedness and how gifted learners learn. Teachers need to also be aware of the linguistic and cultural backgrounds of their students. This information can be used to help students speak English more naturally during informal talks/discussions in class about their different lifestyles and/or cultural features. The special and different learning characteristics of gifted students are important for their teachers to know. Teachers of gifted students should then use that knowledge when they differentiate curriculum. To be a teacher of these special children means being open to ongoing professional development and always focusing on the learner rather than the learning. Finally, the teachers of the gifted need to shift their approaches in order to become counsellors and guides more than instructors and directors of learning.

The teacher must believe that every child is gifted, but in his own way, and go towards the ultimate goal - to enable the gifted child to develop further. A foreign language has a developing and educational potential for revealing a child's talent. The teacher focuses on the formation of communicative competence, on the development of the ability to communicate. This method focuses on the individuality of the student, allows you to take into account the essence of the language as a means of becoming a personality, and connect the educational process with the life needs and cultural orientation of students.

An English teacher needs to organize the activities of students in such a way that a gifted student develops not only his abilities but also memory, speech culture, discipline, responsibility, which will create a situation of success for him. A gifted child learns along with the rest of the students in the class. Often the teacher runs a so-called "all teaching" program, trying to teach everyone the basics of their subject, and pays very little attention to talented children who learn the material several times faster than their peers and definitely get bored in the classroom. If you do not engage gifted children with special tasks of increased complexity, then the child can be lost as a student. Such children, having completed the task faster than anyone else, is looking forward to when the other guys finish working, or they start to sit back, look around, or leaf through the textbook, or talk. This situation can lead to the transformation of the child into an ordinary person and loss of interest in learning [3]. In the primary grades (grades 2-4), it is necessary to create such speech situations when children want to speak, actively participate in the educational process. A child is so happy when he succeeds. When creating a situation of success, he experiences a feeling of pleasure, joy, begins to believe in himself and his abilities. The main task is to help children overcome the fear of making mistakes, strive to learn more, and show interest in the subject. To this end, talented children can be offered the following tasks:

Finish the rhyme -

Read the new words correctly; -

- Write a story about your pet; -
- Make a description of the room or house from the picture; -
- Make a healthy menu for family breakfast or lunch; -
- Compare life in the city and in the countryside; -
- Prepare the text for quick and correct reading; -
- Prepare a mini-project about your school, apartment, pet, seasons; -
- Write a Christmas greeting card to your friend

At the middle stage of education (grades 5–8), the formation of research activities begins. Here the first assistants are gifted students who can not only read the rule but also explore the formation of a grammatical structure, the origin of a word, draw a conclusion or generalization. The topics of the textbook sections can be supplemented with video excursions, individual work, and messages about sports, amazing places on our planet, biographies of world-famous people of our country, and the language being studied. This enriches the child in terms of self-development and cultural self-determination. The main thing on the part of the teacher is to help the child not to get lost in topics but to choose the one that will give him joy and pleasure. It should be noted that gifted children cannot stand it when a ready-made answer is imposed on them. They like to "get to the bottom" of the truth on their own.

### CONCLUSION

The students who become highly able in English are likely to want to show creative flair for writing or talking in imaginative ways, use their communication skills, and take on demanding tasks that require using the English language. However, those in charge of the curriculum and also the instruction of the gifted and talented students must keep in mind individual differences that may mean some students gain more depth and breadth of learning than others. For example, lessons or assignments that are overly dependent on a large vocabulary can limit the achievement of children for who English as an additional language. This means that the first thing teachers should focus on - even before attempting to profile abilities of their gifted students - is determining what provisions they have available within their own classrooms and the availability of opportunities beyond them.

### REFERENCES.

1. Renzulli, J. S. (1986). The three-ring conception of giftedness: A developmental model for creative productivity. In R. J. Sternberg & J. E. Davidson (Eds.), *Conceptions of giftedness* (pp. 53-92). New York: Cambridge University Press.
2. Schmidt, O. (2004). *Accent on Essential Life Skills*, Toronto, Canada.
3. Scottish Network for able pupils, guidance for addressing the needs of highly able pupils (2004) Retrieved 28/03/2014 from [http://www.gla.ac.uk/media/media\\_138127\\_en.pdf](http://www.gla.ac.uk/media/media_138127_en.pdf)