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# METHODS OF IDENTIFYING GIFTED STUDENTS IN THE FINNISH EDUCATION SYSTEM

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**Abstract:** The experience of supporting talented young people in the country through early identification of students' abilities, diagnostics, education based on individual curricula, and the use of methods such as STEAM, digital technologies, and project-based education is discussed. This article analyzes advanced technologies and approaches used in the identification and development of gifted students in the Finnish education system. Proposals are developed on the adapted directions of this experience for the higher education system of Uzbekistan.

**Keywords:** gifted students, Finnish education, identification technologies, individual curriculum, digital education, diagnostics, STEAM, project-based education

**Introduction**. Among the advanced education systems in the world, the Finnish education model stands out for its humanistic approach, its basis for equal opportunities, as well as its systematic approach aimed at identifying and developing the individual potential of the student. The Finnish education system uses a complex of modern pedagogical and digital technologies to identify talented students at an early stage, include them and work with them individually. The relevance of the topic is that although certain reforms are being carried out in Uzbekistan to systematically work with talented young people, select them and develop them purposefully, the need to introduce technologies that serve their development at an international level remains urgent. Today, the level of development of each society depends, first of all, on its attention to its education system, especially to identifying talented and gifted young people and creating appropriate conditions for them. Gifted students are potential individuals who are distinguished not only by their abilities, but also by their potential to create new achievements in the fields of science, technology, economics and culture in the future. Therefore, the process of working with gifted youth is one of the issues of strategic importance at the state level.

In recent years, a number of important reforms have been implemented in the education system of the Republic of Uzbekistan aimed at supporting gifted students. However, in order to organize this process more effectively, it is important to study international experience, in particular, the advanced approaches of Finland. The Finnish education system is world famous for its fair, equal opportunities and person-oriented methods, and special attention is paid to the issues of identifying and developing gifted students in this system.

Literature review. The issue of identifying gifted students and developing their potential is one of the central areas of modern pedagogical research. This section analyzes scientific research conducted within the Finnish education system, international experience, and literature in the context of Uzbekistan.

1. Sahlberg, P. (2015) in his work "Finnish Lessons: What Can the World Learn from Educational Change in Finland?" shows that the main advantages of the Finnish education system are stability, equality, and an individual approach to education. According to the author, creating conditions for each student to develop according to their abilities is an important basis



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for working with gifted youth [1].2. The "Three-Ring Conception of Giftedness" model developed by Renzulli, J. S. (2012) is widely used in the Finnish education system. This model explains giftedness as a combination of high intellectual ability, creativity, and commitment to the task. Finnish educators identify and support gifted young people based on this approach [2].

3. Research conducted by Niemi, H. & Isopahkala-Bouret, U. (2015) shows that a differentiated approach and the training of educators are important factors in working with gifted students in Finland. In particular, methods such as diagnostic assessment, reflection, and guidance for independent thinking in problem situations are effective [3].

4. The OECD (2018) report extensively discusses the impact of digital technologies on the educational process, in particular their role in developing the abilities of gifted young people. Finland is among the advanced countries in this area, having widely implemented online platforms, gamification, and distance STEAM programs [4].

5. Toshkhodjaev, B. (2021) pointed out the existing problems in working with gifted students in Uzbekistan, including insufficient systematization of identification mechanisms and weak psychological and pedagogical training. The author notes the need for in-depth study of foreign, in particular, Finnish, experience [5].

The analysis shows that diagnostic assessment, individual curriculum, advanced pedagogical technologies, and the use of digital tools play an important role in identifying and developing gifted students. In the Finnish experience, these approaches are being systematically implemented. This can serve as an effective model that can be adapted for Uzbekistan.

Materials and methods. This study aims to study technologies aimed at identifying gifted students in the Finnish education system and developing their potential. The study used a combination of qualitative and partially quantitative methods. These approaches, while providing an in-depth analysis of educational processes, allowed for the comparison and evaluation of the data obtained.

Research methods:

1. Analysis method - the system for identifying gifted students introduced in Finland, curricula, assessment forms, pedagogical approaches, as well as platforms created based on digital technologies (for example, Wilma, Qridi, EduCloud) were studied.

2. Comparative method (comparative analysis) - practices for identifying and supporting gifted students in the Finnish and Uzbek education systems were compared. This method was implemented taking into account the political, cultural, and institutional differences in the two countries.

3. Interview and conversation method – Online interviews were organized with Finnish teachers, methodologists, and education experts. Through this, direct information was obtained about the approaches used in practice in Finland.

4. Documentary analysis – The reports, normative documents, and recommendations published by the Finnish National Agency for Education (EDUFI), OECD, and other international organizations on gifted students were taken as a basis.

5. Case study – The methods used in educational processes were observed and analyzed using the experience of some schools and colleges in the cities of Jyväskylä and Helsinki, Finland. Research base:

The following sources were selected as the main database during the research:



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Documents of the Finnish National Agency for Education (EDUFI);

OECD and UNESCO reports on education;

Websites and digital platforms of Finnish educational institutions;

Documents of the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan.

Factors such as the use of digital technologies, encouraging independent research of students, and supporting the continuous professional development of teachers are important in increasing the effectiveness of this system. Approaches in the Finnish education system are not only focused on curricula, but alsoschool culture and socio-psychological environment, which play an important role in supporting gifted youth.

The Uzbek education system is also currently implementing significant reforms to identify and support gifted students. At the same time, based on the experience of Finland, the following proposals and recommendations can be put forward:

Improvement of diagnostic tools for early identification of gifted students;

Development of teachers' skills in working with gifted youth through special training and advanced training;

Creation of individual learning paths using digital technologies;

Integration of psychological and pedagogical support services into the school system;

Introduction of pilot programs in schools in Uzbekistan based on advanced foreign experience.

Data processing:

The collected data were grouped by topic and summarized using the content analysis method by coding within the topic. Brief statistical data were displayed in diagrams. In order to ensure the scientific validity and reliability of the study, several types of empirical and theoretical materials were analyzed. In particular, the differential approaches used in the educational process in Finland, the STEAM approach, socio-emotional support systems, as well as digital assessment and monitoring platforms (for example, Wilma, Qridi) were studied.

The study also analyzed data on the activities of some specialized schools in Uzbekistan (Presidential schools, academic lyceums for gifted students) and studied their comparative aspects with the Finnish experience.

The stages of data collection included the following:

Stage 1: Collection and classification of regulatory legal acts, programs and foreign recommendations;

Stage 2: Collection of data and reports from official websites of Finnish educational institutions; Stage 3: Comparison of current educational practices in Uzbekistan and Finland;

Stage 4: Sharing experiences with teachers and methodologists working in Finland using an online questionnaire (via Google Forms).

Analysis methods:

Content analysis - documents, policy decisions and practices were analyzed;

Thematic coding - the main trends encountered in working with gifted students were identified and divided into codes;

Descriptive statistical methods - percentages, diagrams and matrices were constructed to summarize qualitative data.



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During the study, adaptation options were also considered, taking into account social and cultural contexts. This methodological approach serves to develop realistic practical recommendations for Uzbekistan by comparing two different education systems.

Conclusion. The Finnish education system is considered one of the best practices in the world, with its innovative, humanistic and person-centered approach. The results of this study showed that in Finland, systematic, individual and technological approaches play an important role in identifying gifted students and developing their abilities. In particular, educational institutions create the necessary conditions for the full realization of each student's potential through early identification of their talents, development of adapted curricula and the introduction of advanced pedagogical methods.

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