



## THE EDUCATION OF TALENTED STUDENTS AS A PEDAGOGICAL PROBLEM

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### SUMMARY

*Today, the problem of gifted children, their education and upbringing is one of the most urgent. Endowment, talent, genius - this is a high level of development of human abilities. A gifted child seeks self-affirmation, wants to succeed in developing his talent. It is important that the teacher draws attention to such a child, since the requirements that he makes, as a rule, are aimed at the strengths and abilities of the average student. The teacher must be aware that gifted children are characterized by a need for knowledge. By decision of the World Health Organization, gifted children are included in the "risk group" along with juvenile offenders and children of alcoholics. They need special individual programs, specially trained teachers, special schools (schools where they know and take into account the characteristics and problems of the gifted child, where he will develop according to his inclinations and abilities).*

**KEYWORDS:** *giftedness, gifted student, personality-oriented approach to learning, curriculum.*

### DISCUSSION

Despite the extensive practice of working with gifted children in our country, today there are a large number of problems in identifying, supporting and developing the category of pupils we are considering.

The characteristic manifestations of giftedness in students include: vigorous growth of moral, intellectual strengths and capabilities; increased level of abstraction and generalization; the formation of direct and reverse operations, reasoning and conclusions; criticality; increased mental activity; desire for self-improvement; formation of worldview, moral, aesthetic feelings; ability to anticipate the consequences of activity, critical thinking; the growth and enrichment of giftedness; formation, formation of special inclinations and abilities; ease of assimilation of new ideas and knowledge, combination of knowledge in original

ways, flexibility in concepts, methods of action, social situations; very good development of communication skills, openness, friendliness, developed sense of humor; lively and direct imagination; inability to hide their feelings and emotions; activity, perseverance, energy, risk appetite; impatience in carrying out routine work, preference for a difficult task; independence in judgment, behavior.

If you try to give a general description of the concept of "gifted student", based on the work of leading theorists and scientists on this issue, the following features can be noted: exceptional abilities, general abilities, which include a high level of abstract thinking, verbal and / or mathematical abilities, the ability to adapt to a new environment and the ability to quickly find and process the necessary information; special abilities, including the ability to use general knowledge in a certain area

of human activity (for example, humanities, leadership, management, etc.), the ability to cope with complex tasks (from which the important criteria in this category include motivation, a high level of interest, enthusiasm, perseverance, etc. ..) creativity. It should be noted that in order for a student to be recognized as gifted, the presence of all four categories is not mandatory, but the category of exceptional abilities is a constant of this definition [1].

The development and upbringing of gifted students in higher education institutions, both in the USA and in Ukraine, presupposes a scientifically based process of education and upbringing, a theoretical and theoretical knowledge of the need for active mastery of the subject of study comes out and is aimed at developing activity, independence, and personal responsibility for further self-improvement as individuals.

Talent can be represented as a special combination of three characteristics:

- Integrative personality: curiosity (cognitive need) - the more gifted the child, the more expressed is his desire to learn new, unknown, and this manifests itself in the search for new information, new knowledge, in a constant desire to ask a lot of questions, in non-fading research, creative activity ( desire to disassemble toys, explore the behavior of animals); hypersensitivity to problems - the ability to see a problem where others do not notice anything unusual - this is an important characteristic of a creatively thinking person. Plato also said that knowledge begins with the surprise of what is commonplace. It manifests itself in the ability to identify and pose problems; forecasting ability - the ability to present the result of solving a problem before it is actually solved, to predict the possible consequences of the action of its implementation. It is revealed not only when solving educational problems, but also applies to the most diverse manifestations of real life; vocabulary (large) is both the result and the criterion for the development of the child's mental abilities. It manifests itself not only in a large number of words used in speech, but also in the ability (desire) to "build" complex syntactic constructions, in which, for typical gifted children, inventing new words to indicate new concepts introduced by him or imaginary events; the ability to evaluate is, first of all, the derivative (result) of critical thinking, it implies the possibility of understanding both one's own thoughts and actions, and the actions of other people. It provides the possibility of self-sufficiency, self-control, self-

confidence, in one's abilities and decisions. All this creates the basis for not comfort, independence.

- Characteristics of the sphere of mental development: original thinking - the ability to put forward new, unexpected ideas that differ from widely known, generally accepted ones. It manifests itself in the thinking and behavior of the child, in communication with peers and adults, in all types of his activities (clearly expressed in the nature and theme of the independence of drawings, essays, stories, design); flexibility of thinking - the ability to quickly and easily move from the phenomena of one class to another, often distant in content. It manifests itself in the ability to find alternative strategies for solving the problem; productivity (fluency) - the ability to regenerate a large number of ideas. Manifested and can be estimated by the number of products of the activity; memory - the child's ability to remember facts, events, abstract symbols, various signs is the most important indicator of giftedness. The advantage in creativity is not one who has more memory, but one who is able to quickly extract the necessary information from memory. The manifestation of various types of memory (long-term and short-term, semantic and mechanical, figurative and symbolic) is easy to detect in the process of communicating with a child.
- Characteristics of the sphere of personal development: enthusiasm for the content of the task is the leading characteristic of giftedness. Activity then acts as an effective means of developing abilities when it is stimulated not by a sense of duty, not by the desire to receive a reward, but, first of all, by interest in content. It manifests itself in the activity and behavior of the child; nonconformism - the desire at all costs to oppose the opinion of the majority, is characterized by its independence and independence. It manifests itself in a willingness to defend its own point of view, even if it contradicts the majority opinion, in the desire to act and act not traditionally, originally; leadership - dominance in interpersonal relationships. It appears in joint games of children. The child maintains self-confidence in the environment of other people; easily communicates with other children and adults; takes initiative in communicating with peers, assumes responsibility; competitiveness - a tendency to competitive forms of interaction. It manifests itself in a tendency or unwillingness to participate in activities

involving competitive forms of interaction; breadth of interests. It manifests itself in the desire to engage in a variety of different types of activities that are not alike, in the desire to try their hand in a variety of areas.

Among the main components of giftedness, as a rule, it is customary to single out: motivation, orientation, creativity, flexibility, originality, abilities above the average level. It is customary to differentiate types of giftedness by:

- the breadth of manifestation of abilities (general and special);
- type of preferred activity (intellectual, academic, creative, etc.);
- the intensity of the manifestation of abilities (increased willingness to learn, gifted, highly gifted, exclusively or especially gifted - geniuses);
- the type of manifestation (explicit, hidden, i.e. not manifested);
- the pace of psychological development (gifted with a normal pace of age development or with a significant advance);
- age characteristics of the manifestation (stable or passing);
- personal, gender and other characteristics.

Defining the goals, selection and structuring of learning objectives in US higher schools, they focus on the goal-setting and reorganization of the content of training in connection with the development of the abilities of gifted students. American educators identify common, global goals that are strategic in higher education, and subgoals that depend on the conditions and capabilities of a particular institution. Requirements for the content of training meet the requirements for the selection and design of content, focuses on the development of giftedness. First of all, this is the fundamentalization of education, its actualization and humanization, interdisciplinarity. A characteristic feature of these programs is that they are called to carry out the transition from informative learning to developing [2].

For example, the curricula of US universities in the conditions of decentralization of the education system do not have uniform requirements for their development. The effectiveness of the implementation of the goals and content of training is determined by an adequate selection of forms and methods of training, the main tasks of which are to teach students the principles of solving problems by developing certain skills for them to select the necessary and new information, developing the ability to generate ideas, instilling the skills of discussion, is able to uphold and argue their opinion, stimulate independence and activity in the process of discussion and decision making, development of interpersonal skills from Ocean. In this regard, I would like to note the qualities necessary for a teacher to work with gifted children, since gifted children are special children, and our usual measurements are not suitable for them.

The teacher must:

- understand the psychological characteristics of gifted children, take into account their needs and interests;
- be friendly and responsive;
- be able to build training in accordance with the results of a diagnostic examination of the child;
- be mature, i.e. clearly aware of their goals and objectives, have extensive knowledge and experience in applying teaching methods and strategies;
- be emotionally stable, i.e. it is necessary to be collected and have a good command of your emotions and feelings;
- have a high level of intellectual development, a wide range of interests and skills and the desire for continuous self-improvement;
- have a sense of humor;
- be prepared to work with gifted children and to acquire specialized knowledge;
- to show persistence, determination and thoroughness;
- stimulate the cognitive abilities of students.

The presented features of the development of a gifted child indicate the need for specially organized activities that allow developing his abilities and taking into account the specifics of development, allowing solving age-related problems and preventing complications in the social development of such a child. The main meaning of the child's social development lies in the appropriation of the social essence of man - from self-perception, reflection, self-esteem, self-assertion to self-awareness, social responsibility, internalized social motives, the need for self-realization of one's capabilities, subjective self-awareness as an independent member of society, understanding one's place and significance in it [3]. In social pedagogy, social development is seen primarily as the result of social education. At the same time, social pedagogy places paramount upbringing in a person of sociality, moreover, subjective sociality, which provides for the activity, initiative and independence of the child. So, S.A. Calculus writes: "By social development we mean the child's active entry into society, the ability to build social relations with others, and to actualize personal potential in interaction with significant people in the immediate environment."

Based on the analysis of scientific literature and advanced pedagogical experience leading strategies in building the process of training gifted youth, we consider:

1. Acceleration, which involves mastering the content of the subject in an intensive course based on special programs. This takes into account the student's ability to quickly absorb learning material. It can be carried out in several directions, namely: earlier start of studies at a university; transition to an older age group, however, only in some subjects; advanced study of the course,

which will later be studied by the whole group; temporary transfer of gifted students to special groups. However, such a pace of learning often creates new problems, since the student's intellectual advantage is not always accompanied by psychological maturity. In addition, gaps in knowledge often become apparent, which become noticeable in the next stages of training.

2. Deepening, in which a more detailed study of disciplines from individual areas of knowledge is provided. This type of learning strategy is effective for students who have shown an increased interest in a specific field of knowledge or field of activity. The practice of such training allows us to note a number of positive results, namely: a high level of competence in the relevant field of knowledge, favorable conditions for the intellectual development of future teachers. However, the use of in-depth programs does not solve all problems, since not all gifted students are interested in a certain field of knowledge or activity.
3. Problem-based training, which provides for stimulating the personal development of students in the context of the use by teachers of original methods of presenting material, searching for new meanings and alternative interpretations of basic concepts, using research methods in the learning process. As a rule, such programs act as components of enriched programs or exist as independent training programs.

Intensification of scientific research in the development of giftedness problems: the implementation of fundamental theoretical inter-scientific research to identify the nature of giftedness, in which psychologists, geneticists, physiologists, psychiatrists must participate; development of effective forms and methods of work with gifted youth (integration of schools with the system of additional education, active use of distance learning, organization of tutor support, inclusion of students in design and survey activities, use of group and individual forms of training). Publication of scientific, methodological and other informational materials on the results of the functioning of educational systems for working with gifted students. Creation of special schools, classes, summer schools aimed at deepening the focused work with talented and gifted pupils and students.

Having studied the problem comprehensively, we found out that "giftedness" is a systemic concept, so the process of identifying, developing and educating gifted and talented children should be comprehensive. Scientific institutes have accumulated a sufficiently large arsenal of reliable measuring tools to solve this problem. The upbringing, development and training

of gifted children is particularly problematic, which arises as a result of the influence of various social factors on the gifted child, namely: family, school, and a group of peers. It should be noted the most acute problems stemming from here:

1. The problem of the mismatch of the individual psychological characteristics of the gifted child and the requirements, rules and standards that are imposed on him by the system of preschool, primary and secondary education.
2. The problem of communication and interaction of gifted children with peers.
3. The problem of insufficient psychological and pedagogical competence of parents and teachers who identify, educate and educate gifted and talented children.

To solve these problems, it is necessary to create conditions for the upbringing and development of gifted and talented children, namely:

- complexity of the selection procedure for gifted children, its support on the scientific criteria of giftedness;
- Personalization of the learning process, the scientific basis of which will be taking into account the cognitive styles of students;
- variability of the fatigue prevention system, taking into account the psychophysiological characteristics of the pupils;
- Formation of self-organization skills and personal learning style among pupils through activation of a position in relation to their cognitive activity;
- optimization of "I - concept" of students, the formation of a mature, active creative personality through the organization of educational influences;
- inclusion in the pedagogical process of a component of psychological support for the activities of all its subjects.

By implementing these conditions, we will be able to properly organize the educational process with gifted and talented children, improve the continuity between the levels of education, and contribute to the adaptation of gifted and talented children in the preschool, primary and general education system.

It is necessary to organize a targeted appropriation of work with gifted youth. Creation of conditions for conducting Olympiads, competitions, tournaments, festivals and ensuring the participation of gifted youth teams in international intellectual and creative competitions. Creation and improvement of existing educational and cognitive television and radio programs. To pay attention to the objectivity of the competent jury in evaluating the creative and scientific developments and answers of children, since often creative contests do not turn into a competition of intelligence and creativity, but into an auction of the financial possibilities of the participants' parents. Improving the system of training, advanced training and retraining of teachers for working with gifted youth. To include in the

curricula of pedagogical universities a mandatory course on the methods and organization of work with gifted youth, the specifics of the work of the teacher-educator, social educator and practical psychologist with gifted students. To develop training programs, teaching aids and textbooks, to prepare teachers who are able to work with gifted youth.

The goal of socio-pedagogical support of gifted children can be the creation within the framework of an objectively given environment of conditions for maximum personal development in a given situation, as well as facilitating the teacher's process of overcoming obstacles, difficulties and problems that impede successful socialization. Thus, the problem of the social development of gifted children finds its solution in the practice of educational institutions of our country, but requires further study and scientific reflection.

It should be noted, and the undoubted experience of interaction with gifted children of students, future teachers. Optimal sociocultural communication with children in various types of leisure activities aimed at creating the creative potential of a child with signs of giftedness can be carried out by a teacher who himself has the qualities of a creative person:

- possession of improvisational-psychological skills;
- the presence of internal personal freedom;
- developed sense of humor;
- acceptance and understanding of points of view different from his own;
- creative attitude to life (ability to constructive thinking, reflective awareness of one's professional and life experience);
- self-criticism combined with reasonable and adequate self-confidence.

Undoubtedly, work in such a creative sociocultural space, in direct interaction with gifted children in the process of student practice, will contribute to the formation of a mature, professionally oriented personality of the future teacher. A teacher who will not underestimate the capabilities of special children, but will help to unleash the creative potential of the child in the process of studying at school.

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