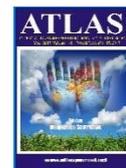




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GIFTED AS A SUBJECT OF PSYCHOLOGICAL-PEDAGOGICAL ANALYSIS

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ABSTRACT

The authors have examined the question of talent in psychological and pedagogical studies in the article. The success of a particular type of activity in comparison with other people serves as a criterion of talent. A motive is of much importance in the transition of child talent into adult talent; it determines the future profession choice.

Keywords: talent; aptitudes; intelligence; creativity; activity; motive

АННОТАЦИЯ

В статье авторы исследуют проблему одаренности в психолого-педагогических исследованиях. Критерием одаренности выступает успешность выполнения определенного вида деятельности по сравнению с другими людьми. Важную роль в переходе детской одаренности в одаренность взрослого человека играет мотив, который становится определяющим в выборе будущей профессии.

Ключевые слова: Одаренность; способности; интеллект; креативность; деятельность, мотив.

Identifying giftedness in children, its development and the transition to the adult talent is essential to the modern Russian society, which needs professional personnel capable to achieve high results in professional activities. Unfortunately, the gifted child is not always become gifted adults as children's gifts to go to an adult talent is not enough complex natural abilities or socially significant qualities. Development of gifted children - a long, painstaking process that requires efforts of both the child and his adult environment.

According to concepts of modern psychology talent includes: the ability to generate a model of the objective world, as close as possible to reality; high cognitive activity, which is not necessarily generated by the decision of the immediate problems; the ability to take an active imagination, it is possible "in mind" to create, retain and work with different images.

No matter how pronounced each of these components of giftedness, mediating high results of creative achievements. The ability to think creatively - not a set of mental abilities, and a

single, not decomposable into components talent. But this gift - just a kind of opportunity, which is not necessarily true. But its development depends on the education system.

Unfortunately, parents and teachers can often find the opinion that great achievers in most subjects students do not need any special training for the development of creative thinking. They will be fine without her thinkers. Presupposes that honors and as high capacity for creative thinking. But poor achievers hardly something to help - they can not quite think. However, we forget or do not know what the connection speed of thought with the ability to analyze and synthesize information, to compile the data - is the same as between a computer and its user. It can ineptly run on a powerful machine, but you can perfectly program and on a modest PC. Of course, this ability helps the successful assimilation of the curriculum. But knowledge for the sake of knowledge never led to human progress. Probably all know the sad examples of round standouts who became full "bankrupt" in the "after-school" life. No wonder the famous Chinese philosopher Lao Tse said that it is necessary to read less and less to know, and to think more. So the potential of the mind, as well as the power of the computer, you need to skillfully use.

Unfortunately, the result of the majority of students today are most often learned knowledge. But comprehension, an adequate understanding of the reality around us can boast one.

Moreover, most far-geek people, once having developed its point of view, using the power of his intellect to its protection. And usually it is a good idea succeeds. They just do not there is a need to better understand the subject. This is the pattern of negative thinking - "school of intelligence trap".

In this regard, I would like to recall the Russian nineteenth century. Neither before nor (alas!) When there was no such spike outstanding creative individuals in virtually all fields of science and culture. Furthermore, the talents of the twentieth century, a native of the nineteenth or connected with them through their teachers.

I believe that this phenomenon is associated with the following factors:

- ✓ Family education of the nineteenth century in Russia - a sample of psycho-pedagogical support of development of the capacity for creative thinking.
- ✓ Presence in the nineteenth century, a unique cultural and educational family environment in which to allocate only one - available even for the middle strata of society "dialogue" with outstanding examples of civilization.
- ✓ Respect and social security talented teachers (of which there were many).
- ✓ Social order and the patronage of the state of the creative person.

Thus, the appearance of the connection talented, creative thinking of young people with family upbringing there. And so I will try to offer you the necessary and sufficient conditions that ensure the development and implementation in the person of his intellectual gifts:

- ✓ From an early age making your child a successful search terms to search across a wide spectrum of activities: music, drawing, learning languages, dancing, sports, etc.
- ✓ Early introduction of a gifted child with the masterpieces of human culture. Do not forget about the importance of stimulating an active imagination - travel, tours, frequent change of impressions. The shock created by a true talent will create a need to create their own miracle.
- ✓ Organization of timely meetings with a mentor - a talented teacher.

So, if I'm not deaf, not blinded. And the creative fire rages in me -

Guilty of one who kindled the heart.

- ✓ The education of careful attitude to scientific knowledge. Involve a gifted child in the organization and holding of the traditional family skits, clubs, etc. Because any knowledge acquires value to the person only if he took an active part in its creation.
- ✓ It is important to teach a child to appreciate unknowableness world. Let it seeks to unravel its secrets, and learning to evaluate yourself in this vast and mysterious world. Ignorance is unique to gifted child research and teaching "laboratory". It is the striving to realize his ignorance should be brought up in a talented man-thinker.

What is the contribution of school education in the development of talented individuals? After all, without a coherent system of knowledge about the world trying to create something new sterile. Therefore, the role of schools in educating gifted person is huge.

Only a creative dialogue, personal interest of the participants of the educational process will create favorable conditions for the education of creative personality.

It is important to send a gifted child not to receive a certain amount of knowledge, but in his creative recycling, cultivate the ability to think independently, on the basis of the received material. Cooperation of teachers and family, meaningful dialogue student and teacher, the child and the parents provide the necessary personal growth, understanding of reality, and consequently, and creative thinking.

Due to modernization of Kazakhstan educational system more special attention is paid to the increasing attention to problems of identification, development and support of talented youth in various educational institutions. This problem is particularly acute in higher educational institutions as future teachers and bachelors of pedagogy are the key figures in the solution of this problem. In modern Kazakhstan it is possible to allocate several problems restraining effective work on search, development and support of talented youth:

1. Social and psychological pedagogical problems constraining work with talented youth
2. Problems concerning consolidation of scientific and pedagogical staff efforts on complex search, development and support of talented children and students
3. Problems arising from the absence of effective mechanisms of identification, development and support of talented
4. Problems referring to the lack of pedagogical models of search, development and support of gifted youth
5. Problems connected with the creation of pedagogical system approach restraining development of organizational forms of identification and work with talented children and youth. The problems concerning effective work with gifted children and youth are considered by the authors. The Concept of Integration of Effective Search Engines and Support of Talented Children and Youth into National System marks the high level of methodological uncertainty of early recognition of giftedness and talents of children and youth. Teachers' subjectivity in estimating giftedness (talents) takes place. Besides, effective mechanisms, forms and methods of search, development and support of talented children, students and young professionals are not developed. There is no balanced pedagogical system in educational institutions on identification, development and support of talented children, students at the regional and federal levels. At the same time it is possible to designate the key problems of work with gifted students in pedagogical higher educational institutions. There is no system of consolidation of efforts of scientific pedagogical staff on search, development and support of intellectual and creative activity of talented students in the conditions of a

multilevel high school complex. In many pedagogical higher educational institutions in Russia organizational and personnel opportunities for search, development and support of intellectually gifted junior students are hardly developed. The infrastructure of support of talented students at the initial stage of their professional career is not evolved. There is no capitalization of professional results significant for the job market. In Russia there is a systematic “leakage of talents” to other countries due to the lack of competitive conditions for students’ professional and creative growth. To develop the national effective system of measures for search, development and support of talented and gifted students in Kazakhstan higher pedagogical educational institutions it is necessary to:

- Introduce the discipline “Search, Development and Support of Gifted Children and Youth” aimed at increasing the teacher’s and bachelor’s competence in this part of his professional activity into the curriculum of future teachers and bachelors of pedagogy;
- Develop and publish sufficient textbooks and methodological manuals on the discipline “Search, Development and Support of Gifted Children and Youth” for higher educational institutions in Kazakhstan;
- Organize systematic work to study the international experience on identification and development of talented children and youth in higher educational institutions;
- Organize training and professional development of teachers for specialized schools and lyceums by means of master’s and postgraduate courses in higher educational institutions as well;
- Organize implementation of teachers’ professional development programs in the field of identification, development and support of talented children and youth at the faculties of further pedagogical education in higher educational institutions and at regional institutes of professional pedagogical staff development;
- Develop in higher educational institutions the system of encouragement and remuneration of the professorial staff achieving good results in work with talented children and youth.

All designated problems necessitate the development of system approach for work with talented children and youth. The systematic approach to work with gifted and talented children assumes dealing with this problem as a system of well structured and closely connected elements. Such an approach, unlike traditional subject approach, is more qualitative and uptodate. System approach to search, development and support of gifted and talented children and youth has to be based on the following principles: System, integrity, hierarchy, structure and plurality.

- The principle of systematic approach claims that each object can possess all signs of system. It unites all other principles
- The integrity principle means that all the elements of a system are represented as a whole. They are subordinated to the general principles, purposes and tasks
- The hierarchy principle is a set of the system elements, each of which has a certain value and subordination to other elements or subordinates other elements of the system
- The structure principle assumes uniting various elements of the system into separate subsystems on certain signs. Each of such subsystems in turn can have various links with other subsystems
- The plurality principle assumes the use of various models for the description of each separate element and all system as a whole.

Thus, pedagogical systemic approach to search and development of gifted and talented children and youth allows to distinguish and study each element of system thoroughly; to analyze, compare them with each other, uniting them into integral structure. All their similarities and distinctions, contradictions and binding characteristics, as well as the priority of the elements alongside with the each element dynamics come to light. Now in Kazakhstan talents are recognized as a strategic state resource and one of educational priorities confirmed by a number of important documents. “The Concept of the National System of Revealing, Developing of Young Talents” singles out that the special attitude has to be paid to the increase of professional development of teachers and teacher-trainers providing the high-quality maintenance of educational programs, introduction of modern educational techniques. To organize such work it is necessary to integrate the existing search engines and support of gifted children and youth into the national system. Galustov, et al.: Pedagogical System

Approach to Search, Development and Support of Gifted and Talented Students official documents the ranged system of search, support and formation period maintenance of talented children alongside with the implementation of new educational standards has to be formed. The key issue of all documents is the necessity to create the effective system of search, support and maintenance of various categories of talented children and youth.

The main objectives of the center are the scientific research in the field of mechatronics and robotics; carrying out scientific search, development and support of gifted and talented students in aspa subsystem 'search' subsystem 'development' subsystem 'support classroom activities self-education self-study contests competitions festivals conferences 3d modelling laboratory art design laboratory design - laboratory diplomas, awards ministry of education and science, krasnodar region, medals, diplomas of the ministry of education and science of the student's extra emuneration students the grant support of the students and the staff who work with gifted students and mechatronics and robotics laboratory electronic educational resources laboratory modern means of technological measurements term and graduation papers sr and okrs the student's design-technology scientific center Figure 1: Pedagogical system of search, development and support of gifted and talented students in pedagogical higher educational institutions 2016 research in the study of physical, mechanical, technological and special characteristics of construction materials; development and research of modern methods and means for studying properties of materials, their structures; development of the elementary consumer goods, tools and devices; multimedia modeling of the phenomena, physical and technological processes, tools and devices; creation of modern laboratory works for students on the disciplines studied at the Faculty of Technology, Economics and Design; development of educational electronic educational resources on the disciplines studied at the Department of Technology and Design.

The general curriculum cannot meet the special cognitive-learning abilities and socio-emotional needs of gifted students. Gifted students at preschool education and elementary grades are a population with educational needs that regular classrooms cannot often provide because they learn in a different way than compared to non-gifted peers. Gifted education has a prominent role: ?) to provide deeper knowledge, perceptual and thinking skills, b) to develop personality and creativity characteristics and c) to enhance relationship skills of gifted students. Therefore, enrichment programmes, acceleration, special schools, special classes, special clubs and groups in school setting, may all be called gifted education intervention.

Enrichment has been found to be as one of the most important educational opportunities that are provided for gifted learners. Moreover enrichment programmes can help all the students and not only the gifted population. This method offers in gifted students the opportunity to develop thinking abilities at a higher level of thought and feeling of process; moreover it helps develop creative thinking and in depth studies of a subject. These goals are general commons for all the best and known enrichment models.

Various research studies have supported the effectiveness of acceleration as an education opportunity for intellectually gifted learners. Early entry to school may be a priority for some intellectually gifted children, although researchers are divided as for the effectiveness of this curriculum proposal. On the other hand, some researchers believe that acceleration may have negative consequences for both students and families. Studies have reported evidence that special schools and special classes improve academic achievements and social functioning of gifted students because general classrooms are not the appropriate environment for the [development](#) of school accomplishments of gifted students. However, some students do not easily accept being separated from their peers by following a special program. Accelerated students and students enrolled in gifted classes report better perceptions of their

peer relations and emotional skills and were also reported to have fewer problems with social behaviour than their non-gifted peers.

Gifted education intervention should include evidence-based counseling and social-emotional strategies for the improvement of selfconcept, self-esteem, psychological well-being and positive adjustment of gifted students. Contemporary research and clinical studies indicate that counseling approaches for gifted children should employ a preventive developmental enhancement of the students' mental health through creative, interactive activities and positive psychological strategies. Furthermore, parents and families play an important role on the development of the gifts and talents of their children. Studies have shown that these gifted education programmes may have a deeper impact on gifted students if parents help children work through these issues.

In conclusion, gifted programmes and activities should meet students' psychological and learning needs within their school and their social environment, and not in isolation from everyday life.

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