

**PEDAGOGICAL CONDITIONS FOR GIFTED STUDENTS' DEVELOPMENT AND EDUCATION:
OVERSEAS DATA**

(Recibido el 23-06-2017. Aprobado el 27-08-2017)

**Gulnara Faritovna
Gali**
**Kazan Federal
University, Institute of
International Relations,
History and Oriental
Studies**
gulnaragali@mail.ru

**Irina Zinovievna
Shakhnina**
**Kazan Federal
University, Institute of
International Relations,
History and Oriental
Studies**

**Farida Shamilieva
Mukhametzyanova**
*Institute of Pedagogy and
Psychology of
Professional Education
RAO*

**Alexander
Sergeevich
Chugunov**
**Kazan Federal
University, Institute of
International Relations,
History and Oriental
Studies**

Abstract. The article is devoted to one of the most urgent problems of modern pedagogy - the identification and development of gifted students, as well as the training of pedagogical personnel for work with them. This problem is considered to be universal. The article deals with the problems of gifted students' diagnostics, development and training. Also it analyzes the main components of teacher's professional qualification for working with gifted students, including its personal characteristics. The analysis reveals the current directions of work with gifted students and justifies the need to study international experience, which undoubtedly contributes to improving of gifted students' education and the system of teacher training for this category of students in Russia. The leading approach in the study of this issue is the methodological principle of systemic nature that allows the researches to take into account and structure various aspects and presupposes the elimination of one-sidedness in the selection and evaluation of factors. The main results of the research are to identify the conditions for the intellectual and personal growth of gifted students in schools and the system of additional education, as well as the requirements for the professional competencies of teachers. The materials of the article can be useful for teachers, educators, students and a wide range of readers who are involved in the system of working with gifted students.

Key words: education, gifted students, identification and development, problems, teacher training, development conditions.

1. INTRODUCTION

The problem of giftedness constantly attracts the attention of educators and psychologists in the modern world. The identification and development of gifted students, their adaptation to the challenges of modern society is one of the most urgent problems of modern pedagogics. However, in the process of dealing with such students there appeared some types of pedagogical and psychological problems. They depend on variety of types of giftedness and different theoretical approaches and methods, the variability of modern education, and also lack of experts in the sphere of gifted students' training (Jurkevich, 2000). Thus, the purpose of this research is to identify the complex nature of this pedagogical and psychological direction. On the one hand it deals with the process of gifted students' identification, education and development on the other hand it is the problem of teachers' training to work with them.

To investigate this problem, the authors used methods of historical and logical analysis of updated scientific sources.

Taking into consideration international experience, the authors identified the current requirements towards the teachers' qualifications and personal characteristics who deal with gifted students. In this article, the authors also consider different types of problems which gifted students could meet with while being adapted to social contacts and different levels of education. Also the authors of the article researched a great number of conditions which influence the development of this kind of students.

2. METHODS

The objects of our investigation are: 1) to define the priority trends of identification and development of gifted students; 2) to determine the current requirements for work with gifted students; 3) to determine the current requirements for professional and personal qualities; 4) to study the international experience of working with gifted students to enhance the effectiveness of gifted students' education in conditions of the national education system.

For confirmation of the hypothesis we need to turn to a variety of methods:

- the method of historical and logical analysis of regulatory documents of foreign governments and research papers of leading scientists connected with educational issues of gifted students' education;

- study and theoretical analysis and synthesis of social, political and psycho-pedagogical literature;

- analysis, comparison, synthesis and generalization of innovative foreign and domestic pedagogical experience;

- comparison of data of foreign and domestic research on this issue.

The fundamental works of foreign and Russian scientists in the field of pedagogy and psychology (J. Frimen, D. Parker, J. Renzulli, E. Torrens, V.I. Andreev, D.B. Bogoyavlenskaya, N.S. Leytes, A.M. Matyushkin V.I. Panov, A.I. Savenkov, F.L. Ratner, etc.) were the theoretical basis of the study.

The usage of the methodology and methods of existing research contributes to the development of scientific thought in education for gifted students. It provides the opportunity to comprehensively address the problem of identification and development of gifted students.

3. RESULTS

It should be noted that effectiveness of gifted students' education and development depends on teachers' professional and personal qualifications. Analysis of research on the problem of diagnosis, education and development of gifted students showed that they experience a number of problems as a result of their exceptional abilities: an unrealistic assessment of their abilities; difficulties in dealing with peers; pressure from parents and teachers; inflexibility of the curriculum; low motivation for reproductive activity; lack of effective teaching style; school failure; conflict between individual psychological needs of the individual and insufficient opportunities for appropriate training (Jurkevich, 2000).

The identification of gifted students is a long process. The effectiveness of the giftedness identification is impossible through only a one-time testing procedure. When identifying gifted students, it is much more reasonable to use an integrated approach (Combs, 2009). A wide range of different methods can be used. In modern conditions there is a great problem. It is a problem of early identification and education of gifted children. So, in practice such children are not properly understood especially in the early stages of their development even by their parents. Sometimes the parents' reaction to the active cognitive abilities of their child could be qualified as the strange one and sometimes

even negative. Very often parents do not want to treat their child as something special (Denton, & Postlewaite, 2011). And in this point active creative abilities are combined with increased neuropsychic excitability, which could be marked by different factors - number of disorders in appetite, sleep and behavior. Also it could be noted such symptoms as arising headaches, restlessness and etc. As it occurs untimed medical and psychological correction of these symptoms leads to the development of neuroses and other psychosomatic diseases (Hartas, Lindsay & Muijs, 2008).

Also it is necessary to mention the social and emotional consequences, which can be quite destructive if there is no assistance on the part of teachers, psychologists and parents. As it was marked by many researches gifted students with a disharmonious type of development have problems in emotional development. Most of them are characterized by increased sensitivity. As a result of it children are most responsible for the results of their activities. They think that it is the cause of success and failure, which lies in them and leads to an unreasonable sense of being guilty, self-flagellation and sometimes to depressive states (Ratner, 2009).

Failures of gifted schoolchildren in education are generated by a complex of intertwining of various causes, both internal and external ones. Among these reasons, psychologists emphasize the impact of socio-economic, national and cultural conditions. These difficulties are faced by gifted students from families with low economic status and an unfavorable socio-cultural environment. It also should be said that in some countries, the development of gifted girls can be strongly influenced by national and cultural stereotypes of the environment.

The next problem is that gifted children, getting into school communities, where most of their peers have average abilities, feel obvious or hidden ill-will and distrust on the part of others. As a result, gifted students form the desire not to stand out and not to look like a "black sheep". That is why their creative abilities are gradually leveled.

In the developed foreign countries, the selection and teaching of gifted children starts on a kindergarten level. Here special attention is paid to the child's abilities to different types of creativity. Then their abilities are tracked at school. It is also very important to see that in the process of identification, the main role is assigned to parents and teachers who

have received appropriate training. It should also be emphasized that the identification of gifted children must be linked with the tasks of their education and upbringing. Consequently, the problem of gifted students' identification should be closely related to the idea of creating conditions for their intellectual and personal growth at schools and institutions of additional education.

Today, the education system has a special responsibility for supporting gifted students of different levels and peers, not only to maximize the talents of the gifted, but also to use their intelligence and abilities without compromising the development of the psychological and mental health. Often enthusiasm towards the methods of identification of giftedness leads to the fact that the study of the characteristics of the mental development of gifted people recedes into the background. But it is the psychological characteristics of the gifted children that place certain emphases in understanding of the basic goals of education and upbringing (Fakhrutdinova, Fakhrutdinova, Severyanov, & Valeev, 2013). As a rule at the initial stage of education, teachers face serious problems. In practice as it appeared a gifted student is not always successful. On the contrary, the outstripping development of such children can serve as a source of their problems in teaching, cognitive and personal development, communication and behavior. This occurs as a result of the lack of special conditions for teaching of gifted people, because their high cognitive abilities and needs do not come across with appropriate response in a traditional school with its orientation to the age factor.

In addition to the problems of diagnosis, education and development of gifted students, it is necessary to emphasize the problem of preparing a teacher for work with them. According to the research data children with high intelligence most need their "own" teacher. It is obvious that teachers working with such children should have special training and the main components of the teacher's professional qualifications for working with gifted students are, on the one hand, psychological and pedagogical knowledge, skills and technologies, on the other hand, professional and personal qualities of the teacher (Gubaidullina & Hakimzyanova, 2014).

Foreign and domestic researchers of this problem put forward a number of requirements to the professional competencies of teachers working with gifted students. Here we could speak about special skills to build training in accordance with the results of a diagnostic examination of a child; ability to

modify curricula; ability to stimulate the creative abilities of students; competences to work on a special curriculum; possibility to advise students and their parents, ability to work on a special curriculum; readiness to advise students and their parents, knowledge of the personality and needs of gifted students, and others (Gali, 2011).

The most important factors in the education of gifted students are, among other things, personal characteristics of the teacher, that is, his system of views and beliefs, readiness to develop flexible and individualized programs, usage of different learning strategies, being able to review his views and constant self-improvement, warmth, emotionally safe atmosphere in the classroom, encouraging of the creative work of students, respect of their values and student's individuality. Other factors such as kindness, sensitivity, candor, sincerity, devotion, justice, reflection and empathy, activeness, optimism and love of life, sense of humor, a wide range of interests and many others must be integral personal qualities of the teacher. It is the teacher who organizes the creative environment in the classroom, and it is quite natural that his qualification, skills, knowledge of the subject, and his human qualities influence whether the giftedness be fully formed (Porter, 1999).

Thus, it is very important to find children with bright abilities in the family and at school in proper time, and also to create favorable conditions for the development of the personality of each child. For this point, it is necessary to unite the efforts of all participants in the educational process (psychologist, teacher and parents).

4. DISCUSSION

The basic reason to make a detailed analysis of pedagogical conditions for gifted students' development and education is the specificity of gifted education. The research has shown that the problem is considered as one of the most important in the world. Of course, the special teacher training, i.e. professional and personal qualifications of teachers contribute to effective solution of the problem of training, education and development of gifted students.

Various aspects of the problem of gifted students' development and education are reflected in the scientific work of foreign researchers: J. Kagan (2011), A. Passow (2009), J. Whitmore (2012), Dzh. Renzulli (1982) and others. This problem was also considered by Russian researchers: V.A.

Andreev (2010), B.L. Wolfson (2003), A.N. Dzhurinskiy (1999), V.I. Panov (2003), A.I. Savenkov (2000), F.L. Ratner (2009) and others. However, analysis of scientific papers on this issue showed us that this problem is not sufficiently considered in Russian education system.

5. SUMMARY

In the course of investigating of this problem, the authors came to the following conclusions:

1. In modern pedagogical science and educational practice, the teaching and education of gifted students is often regarded as a global pedagogical task. Foreign countries have accumulated extensive experience in working with gifted students. The effective solution of the task of identifying, developing and educating gifted students is, of course, facilitated by special teacher training.

2. Priority strategies for the activity of teachers with gifted students abroad are the identification, application of effective forms and methods of teaching, the development of creative and leadership abilities, the creation of conditions for the development of talented students' abilities to socialization, and the effective realization of their increased opportunities in mature professional activity.

3. Pedagogical conditions for the activities of teachers with gifted students abroad include: a high level of professional psychological and pedagogical training; regular teachers training; the significance of professional and personal qualities of the teacher.

4. Detailed study of foreign teachers experience with gifted students helps to improve the effect on teaching process, education and development of gifted students. In this regard, it is necessary to emphasize the positive innovations that have become widespread in pedagogics abroad, for the purpose of further analysis and identification of the organizational and pedagogical conditions and the usage of foreign experience in the domestic practice of teacher training to work with creatively gifted students.

The research does not exhaust all the questions connected with the study of the theory and teaching practice. It should be concentrated on developing gifted students and teacher training to work with them, which could be said as perspective for further study in this field.

6. CONCLUSIONS

All mentioned above ideas allows us to conclude that the new tasks facing the school at the moment, qualitative changes in the content of education, the forms of organization of the educational process show the necessity of forming a new type of teacher. The modern pedagogics should be aware of the nature of the child, also it should take into account the peculiarities of the educational process and system of organization, since it depends on his special skills, knowledge of the subject, and, the most important, on his human qualities, which could be said as one of the most important factor of the formation of the gifted personality.

ACKNOWLEDGEMENTS

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

REFERENCES

- Combs, A. (2009). *The professional education of teachers: A perceptual view of teacher preparation*. Boston: Allyn & Bacon.
- Denton, C. & Postlewaite, K. (2011). *Able Children: Identifying them in the Classroom*, L.
- Fakhrutdinova, E., Fakhrutdinova, A., Severyanov, O. & Valeev, E. (2013) The transformation of educational approaches at the time of social and economic changes. *World Applied Sciences Journal*, 27(13), 15-19.
- Gali, G. (2011). *Teacher staff preparation for work with gifted students in different countries*. Kazan: Kazan University, 2011.
- Gubaidullina, R. N. & Hakimzyanova, A.S. (2014). Relationships between gifted children and parents. *Foreign languages in the modern world: information and communication technology in the context of continuous language education materials: Proceedings of the VII International scientific-practical conference*, 325-332.
- Hartas, D., Lindsay, G. & Muijs, D. (2008). Identifying and selecting able students for the NAGTY summer school: emerging issues and future considerations. *High Ability Studies*, 19(1), 34 -40.
- Jurkevich, V.S. (2000). *A gifted child: Illusions and Reality*. Moscow: Education.
- Kagan, J. (2011). *Personality and the learning process. Creativity and learning*. Boston: Houghton Mifflin, 2011.
- Porter, L. (1999). *Gifted young children: A guide for teachers and parents*. Buckingham: UK Open University Press, 1999.
- Ratner, F. L. (2009). Issues of personal talent in foreign and domestic pedagogy. *Socialization of gifted students in the modern educational space*, 6, 22-26.