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FEATURES OF PEDAGOGICAL WORK WITH GIFTED CHILDREN

The features of pedagogical work with gifted specific younger generations are considered. The concept of “giftedness” and “gifted children” are analyzed. The questions of existing methods of diagnosing a gifted child are covered. Types of giftedness are considered. The problem of a gifted child in school and society is covered.

The main range of problems in working with gifted children in the institutions of general secondary education in Chernihiv region was investigated and analyzed and qualitative indicators of readiness of region’s teachers for working with such pupils were presented.

Ways to improve the content of educational material for gifted children are presented due to its redevelopment. The aspects in teachers training for working with gifted children are listed.

Keywords: gifted; gifted children; types of talent; negative phenomena of gifted children; designing of educational material; researching activity; searching activity; teacher training.

Target setting. In relation to gifted children, one must rely on the world experience of countries that pay considerable attention to this issue at the highest state level. These include China, Japan, and the United States.

In Japan, they counted the effect of gifted children and found that 2-3% of gifted persons give more than 90% of the economic effect. Therefore, conditionally speaking, the competition between the countries started. In particular, this is manifested in an attempt to influence children as early as possible. In China, now centrally, with financial and organizational support, the technology of influencing the child is worked out since 2-3 years.

In the European Union, too, this issue is addressed seriously. They refer to the global processes associated with the survival of mankind, because all the latest technology is created by these gifted people. At the level of national interests of the EU countries, the competitiveness of the country is determined by the number of its gifted citizens.

Israel has an effective system of teaching for gifted children, and it is a state secret. In the USA, an effective system of encouragement and development of giftedness is created. It is no coincidence that the so-called “brain drain” is channel mainly into the United States [10].

About working with gifted children they understand in Ukraine. Thus, in one of the interviews, the Minister of Education and Science of Ukraine Lilia Grynevych said about the need to improve the system

of the discovery of talented children in Ukraine. “For us, the biggest challenge for today is to provide the opportunity to show the talent of all children, regardless of which school they study.” [3].

The giftedness issue is now becoming more relevant. This, above all, is connected with the need of society in an extraordinary creative personality, which is characterized by non-standard abilities and abilities of non-standard behavior.

Early detection, training and education of gifted and talented children is one of the main problems of improving the education system. Due to the characteristics such children are most sensitive to the assessment of their activities, behavior and thinking; they are more susceptible to sensory stimuli and better understand the relationship and communication. Detecting children with outstanding abilities is a complex and multidimensional problem [7].

Background. In the Soviet period, interest in the study of the nature of giftedness, its identification and development in childhood arose in the first post-revolutionary years and was associated with the emergence of a new Soviet school (P.P. Blonsky, L.S. Vygotsky, V. Zenkovsky, G.I. Rossolimo).

Since the middle of the 20th century, foreign studies have seen a new rise in researching of giftedness, problems with gifted children (L. Tereman, J. Renzulli, E.P. Torrens, M. Gold, D. Sisko, D. Feldhusen, M. Carneau, H. Pasov, K.A. Tekaks, F. Freeman, L. Hallingwart, A. Schwedel, etc.).

From the second half of the 20th century, the problem of human giftedness: thinking and creativity (S.L. Rubinstein, V.S. Bibler, V.O. Molyako, M.A. Cold), general and special abilities (V.A. Kruteckiy, N.S. Leites, K.V. Tarasova), development of personality (K.A. Abulkhanova-Slavskaya, L.I. Bozhovych, D.I. Feldstein, V.E. Chudnovskiy).

The problem of giftedness is widely studied by Ukrainian scholars, among them L.V. Artemyeva, O.I. Kulchytska, M.I. Litvinova, L.G. Chorna, G.P. Lavrentieva, O.V. Belkin, V.O. Molyako O.L. Musika, R.O. Semenova, I.I. Karabayev and others, whose main purpose is to promote knowledge of the problem of giftedness [15].

Particular significance for the study of the younger generation are works that reveal the development of the intellectual and creative potential of the individual (O. Antonova, E. Byelova, D. Bogoyavlenskaya, I. Bekh, L. Bozhovych, A. Dorovsky, O. Kulchytska, N. Leites, N. Poddyakov, A. Zaporozhets, A. Savenkov, N. Maksymchuk, O. Matiushkin); pedagogical support of gifted children and youth (T. Anokhina, A. Balatsynova, M. Guryanova, T. Yanchenko, and others.) [4].

After analyzing the above-mentioned researches, the question arises, and whether ordinary teachers of institutions of general secondary education are ready to work with specific younger generation, to introduce special pedagogical work with gifted children.

Objective. Objective of the article is to study the children’s giftedness, the features of teaching and educating of gifted children, and the disclosure of the features of pedagogical work with gifted children in institutions of general secondary education in Ukraine.

Presenting of the main researched material. Considering the features of pedagogical work with gifted specific younger generation, it is necessary to formulate the concept of “giftedness” and “gifted children”.

Studies of giftedness in different age groups, in particular in preschool and junior school age, are focused in the works of famous modern scholars Sh. Amosashvili, I. Voloshchuk, V. Davydov, V. Druzhy-nin, D. Elkonin, O. Zaharenko, N. Kichuk, O. Kultchytska, A. Matyushkin, V. Molyako, N. Poddyakov, O. Savenkov, V. Shadrikov and others.

According to the psychologist D. Bogoyavlenskaya, today there is no universal, acknowledged and accepted by scientists a single scientifically grounded concept of giftedness [2].

We are inclined to think that giftedness is a high level of human abilities that allows it to achieve particular success in a certain field of activity. General and special talents are distinguished. General mental talent is manifested in mastery of all kinds of activities. Special talent is associated with certain activities [13].

Numerous works by L. Wenger, Y. Gilbukh, M. Leites, G. Burmenskaya are given to the concept of “gifted children”, whose variants, according to some researchers, about one hundred, and today continue to develop and expand.

We share the views of those scholars who believe that gifted children are children who are distinguished by vivid, candid, sometimes outstanding achievements in one or another type of activity (having

general or other special talent). That is, giftedness is determined by higher indicators of development of abilities of children in comparison with the development of their age mates [9; 11].

As part of a general study, a survey was conducted on the basis of the K. D. Ushynsky Chernihiv Oblast Institute of Postgraduate Pedagogical Education, where teachers are trained in advanced training courses. The survey revealed in which areas of the teacher's work the lack of professional knowledge.

Survey results also showed that some teachers would like to learn the techniques of working with gifted children (14%), but only 30% of respondents said that they fully feel ready to work with gifted children and have no problems with them.

According to the teachers of such children one or two are found in a full-fledged class (at least 30 people) of the school. They are extremely "craving", because they are such a category of specific children, with whom a teacher can be developed and something new consider in the classroom, see the understanding of the topic and accordingly feel the impact of the survey. At the same time, such desirable children for a teacher are at the same time a certain challenge and problem.

The relevance of the highlighted issue was raised by experts from the Ministry of Education and Science of Ukraine. They let plans be known according to which future intellectual leaders across the country will be looking for. Moreover, to find out young Einsteins and Mozarts from the general gray mass of Ukrainian schoolchildren, officials do not want at random, but according to clear criteria. And the very criteria of child giftedness in the ministry will begin to develop soon [11].

By the way, an attempt to create a list of rules that would allow to draw a borderline between just a wise man and a genius, officials have already done. Then it was assumed that the evaluation would be based on it. But to be just an excellent pupil is also not enough. Even for nomination to the cohort had to have special achievements: prize-winning places at the final stages of the competitions, services in sports competitions, published articles in scientific journals or a patent for their own invention.

To date, there are laboratories that work with gifted children, special schools. But psychologists have no methodologies or tests to determine overall giftedness. It is very difficult to detect at all. In addition, as experts claim, children who exhibit equally high results in completely different areas of knowledge, there are not enough. And, most importantly, it is important not so much to reveal them but to observe and accompany them for life.

According to statistics, only six percent of gifted children successfully realize themselves in adulthood. In most cases, this is a bright start and a sharp fading with the tragic finale. Therefore, it is important not only to identify the talented persons but also to help them discover themselves and increase their stress resistance.

In addition, you must remember about the two categories of children who are enrolled in the genius. These are children who are busy doing something because their grandmothers want it, or a genius, was found by a school psychologist to improve the genius statistics at a particular school and the corresponding psychologist would have a job.

The issue of diagnosing of gifted children is one of the important features of pedagogical work with gifted children. Sometimes it is difficult to identify for a teacher among the manifestations of the child, whether it is giftedness or other characteristic.

Historically known a fact about T. Shevchenko, when his father H. Shevchenko was on deathbed, he finally said: "He will not be a human of any kind; he will be a great human, or a great loafer" [6]. That is, always has a teacher a dilemma "a great human" or "a great loafer".

There are a number of techniques for identifying a gifted child. Most often are used the following methods:

1. Standardized methods for measuring intelligence.
2. Standardized achievement tests for schoolchildren are used to identify exceptional abilities in academic disciplines.
3. Standardized tests for perceptual and motor development.
4. Standardized tests of social development assessment.
5. Measuring of creative abilities (Torrens test).

6. Observations and checklists.

7. The method of studying personality characteristics includes the study of the indicators-factors block.

8. Method of the environment studying.

9. Life-related observations of family members [8].

As gifted and talented children can be called those who, according to experts, by virtue of outstanding abilities, show high achievements in one or several areas:

1) In practice, in particular, one can distinguish talent in crafts, sports and organization.

2) In cognitive activity can be distinguished intellectual giftedness of different types depending on the substantive content of the activity (talent in the field of natural sciences and the humanities, intellectual games, etc.).

3) In the artistic and aesthetic activities these are choreographed, stage, literary and poetic, visual and musical talents.

4) In communicative activities it is leadership talent.

5) In spiritual and value activities it is giftedness, which manifests itself in the creation of new spiritual values and service to people [1].

To date, most scholars admit that the level, qualitative peculiarity and the nature of the development of giftedness is always the result of a complex interaction between heredity and the social environment. At the same time, one can not ignore the role of psychological mechanisms of self-development of personality.

Of course, the development of a child can not be limited to only a family. But not nearly any kind of giftedness is related to the school and finds conditions for development there. For example, the so-called social (leader's) giftedness for obvious reasons is not always encouraged by teachers and parents. They just do not know what to do with such children.

Giftedness in the field of arts (musical, artistic, acting) or in sport has no direct relation to school, too. Often such a child feels in school not very comfortable: because of constant employment, he is less conversing with classmates, often skip classes in connection with concerts or competitions. Such children often experience emotional problems because of high competition with other children in their "specialization".

Other types of giftedness are important for success in a secondary school. There are children with a pronounced ability to learn, to master the teaching material they offer. And they manifest such ability regardless of the difficulty of the subject and their own interests. This is the so-called academic giftedness. For such children with this kind of giftedness, school life is much easier, their achievements gladden their parents. And then it's easier for them to get a good specialty and achieve success at work.

Other pupils are distinguished by a special intellectual talent: the ability to think, compare, highlight the main thing, make independent conclusions, predict, etc. But, unfortunately, the successes of such children most often depend on their attitude, interest in the subject and the teacher who teaches them. They can study unevenly (then excellent pupil, then lagging pupil): brilliantly in one subject and "so-so" in the other.

A special kind of giftedness is creative talent. It means not only the ability to visual, musical or literary activities. Creative talent is, above all, non-standard perception of the world, originality of thinking, rich emotional life.

A teacher who works with specific children needs to remember the problems that are present by gifted children or who accompany gifted children. Therefore, one more task for a teacher is to create an appropriate environment in the classroom and to eliminate possible negative phenomena. Here are some of them:

a) disliking of school (Such an attitude often appears from the fact that the curriculum is boring and uninteresting for gifted children);

b) gaming interests (Gifted children like complex games and are not interested in those admired by their age mates. As a result, a gifted child finds himself in isolation, goes into himself);

c) nonconformism (Gifted children, rejecting standard requirements, are not subject to conformism, especially if these standards are contrary to their interests);

d) immersion in philosophical problems (For gifted children it is characteristic to think about such phenomena as death, afterlife, religious beliefs and philosophical problems);

e) discrepancy between physical, intellectual and social development (Gifted children often prefer to communicate with older children, that is why it is sometimes difficult for them to become leaders);

f) desire for perfection (Gifted children are characterized by the inner need for perfection, hence the feeling of dissatisfaction, inadequacy and low self-esteem);

g) a need for attention of adults (Due to the desire for knowledge, gifted children often monopolize the attention of teachers, parents and other adults, which causes friction in relationships with other children).

Often, gifted children are intolerant to children who are below their intellectual development, expressing contempt or impatience.

The complexity of the situation is aggravated by the fact that the children themselves are aware of their dissimilarity. They can blame themselves, perceiving their features as anomalies, can begin carefully to conceal their achievements and thereby mask their abilities [9].

Researching in the work of institutions of general secondary education in the Chernihiv region showed the main range of problems in working with gifted children. Disadvantages in working with special children in an average school can be formulated as follows: 1) the lack of scientific and methodological working of teachers regarding the giftedness of children; 2) as a consequence of paragraph 1, the inability to diagnose the child's giftedness; 3) the high workload of the teacher designing a large number of working papers; 4) as a consequence of paragraph 3, there is a shortage of time to work with such children; 5) high pupils' density and dispersion of their attention; 6) incomprehension by pupils of the importance of expanding or deepening knowledge in a particular subject, since the general level is not always demanded by life.

A teacher who works with such specific children can improve the content of the training material by constructing it. In the training of gifted children are used four main approaches for developing curriculum content:

1. Acceleration. This approach allows you to take into account the needs and opportunities of a certain category of children with an accelerated tempo of development

2. Deepening. This approach is effective in relation to children who are particularly interested in one or another specific area of knowledge or field of activity.

3. Enrichment. This approach focuses on a qualitatively different content of learning beyond the scope of the study of traditional topics by establishing links with other topics, problems or disciplines.

4. Problematization. This approach involves stimulating pupils' personal development. The approach involves using of original explanations, the review of available information, the search for new meanings and alternative interpretations, which contributes to the formation of a personal approach to pupils [12].

The next thing a teacher needs to know about is the need for gifted children in researching and searching activity. This is one of the conditions which allows the pupil to plunge into the creative process of learning and educates in him the thirst for knowledge, the desire for discoveries, active mental work and self-knowledge. That is why the methods and forms of work of the teacher should contribute to solving the tasks in hand. For this category of children, the following methods of work are used: a) researching; b) partial-searching; c) problem; d) designed.

Detection of gifted and talented children is a long process. Ancient Greek philosopher Plutarch argued that "A pupil is not a vessel that needs to be filled, but a torch to be ignited. And the torch can light only one who burns himself"[8]. Thus it is clear that for working with specific younger generation a teacher of institutions of general secondary education should be ready. The training of teachers to work with gifted children includes the following aspects:

1. Formation of professional and personal position of teachers. The main requirement for the training of teachers to work with such children is the change in pedagogical consciousness. Perception changing of stereotypes of this teacher (pupil, learning process and himself), in communication and behavior (methods of interaction) and, ultimately, teaching and education methods. In particular, the gifted children can intentionally or involuntarily create their own behavior non-standard situations, for the solution of which previously formed "teachers'" stereotypes that not only do bring benefits, but even harmful to both the child and the teacher himself.

2. Complex (psychological and pedagogical and professional-personal) nature of education of teachers;

3. Creation of counseling and training system. This form is effective for the formation of the necessary skills of self-knowledge, self-control, and also self-development needs;

4. Creation of psychological and pedagogical conditions (systems of additional courses, circles, sections) for the development of professional skills;

5. Democratization of all educational procedures, creating a creative and free atmosphere of learning;

6. Educational level and sphere of activity of teachers (teachers of preschool institutions, teachers of elementary school, subject teachers, practical psychologists, as well as representatives of school administration, etc.);

7. Features of the pupils' contingent (their age, state of health, etc., with special attention given to specific groups of gifted children – orphans, children with disabilities, etc.);

8. Professional training, training in advanced training and professional experience of teachers;

9. Specificity of educational infrastructure, that is, characteristic features of conditions in which work with gifted children is related to the presence (or, conversely, absence) of certain components of the educational system that are significant for the training and development of gifted children.

Conclusions. The teacher should remember a few important issues in working with specific younger generation. At first this is a question of diagnosing the giftedness of children. To solve the problem, is in front of him “a great human” or “a great loafer”, will help a number of methods to identify the gifted children mentioned in this article.

A teacher who works with specific children needs to remember the problems that have gifted children or who accompany gifted children. Therefore, one more task for a teacher is to create an appropriate environment in the classroom and to eliminate possible negative phenomena.

To educate a gifted child in an educational subject, a teacher can improve the content of the educational material by constructing it. In training of gifted children, four main approaches to developing curriculum content are used: a) acceleration; b) deepening; c) enrichment; d) problematization.

The next thing a teacher needs to know about is the need for gifted children in researching and searching activity. This is one of the conditions that allows the pupil to immerse himself in the creative process of learning and educate him in the thirst for knowledge. For this category of children, the following methods of work are used: a) research; b) partial-search; c) problem; d) designed.

A teacher should be trained to work with specific younger generation in general secondary education institutions. In this article, are represented some aspects of preparing teachers for work with gifted children.

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ОСОБЛИВОСТІ ПЕДАГОГІЧНОЇ РОБОТИ З ОБДАРОВАНИМИ ДІТЬМИ

Розглянуто особливості педагогічної роботи з особливим підростаючим поколінням з однакою обдарованістю. Проаналізовано поняття «обдарованість» і «обдаровані діти». Висвітлено питання існуючих методик діагностування обдарованої дитини. Розглянуто види обдарованості. Розкрито проблеми обдарованої дитини в школі і суспільстві.

Досліджено та проаналізовано основне коло проблем в роботі з обдарованими дітьми в роботі закладів загальної середньої освіти Чернігівської області та подано якісні показники готовності вчителів регіону для роботи з такими учнями.

Подано варіанти покращення змісту навчального матеріалу для обдарованих дітей за рахунок його переконоструювання. Перераховано аспекти у підготовці педагогів до роботи з обдарованими дітьми.

Ключові слова: обдарованість, обдаровані діти, види обдарованості, негативні явища обдарованих, конструювання навчального матеріалу, дослідницька активність, пошукова активність, підготовка педагога.

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ОСОБЕННОСТИ ПЕДАГОГИЧЕСКОЙ РАБОТЫ С ОДАРЕННЫМИ ДЕТЬМИ

Рассмотрены особенности педагогической работы с одаренными детьми. Проанализировано понятие «одаренность» и «одаренные дети». Освещены вопросы существующих методик диагностирования одаренного ребенка. Рассмотрены виды одаренности. Раскрыты проблемы одаренного ребенка в школе и обществе.

Исследован и проанализирован основной круг проблем в работе с одаренными детьми в учреждениях общего среднего образования Черниговской области и представлены качественные показатели готовности учителей региона для работы с такими учениками.

Представлены варианты улучшения содержания учебного материала для одаренных детей за счет его переконоструирования. Перечислено аспекты в подготовке педагогов к работе с одаренными детьми.

Ключевые слова: одаренность; одаренные дети; виды одаренности; отрицательные явления одаренных; конструирование учебного материала; исследовательская активность; поисковая активность; подготовка педагога.