

Prerequisites of the Formation of Professional Preparedness of an Educator for Working with Gifted Children

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Abstract: The relevance of the issues identified in the title of this article is determined by the social order: “the formation of the intellectual potential of the country”; the need for individual development of gifted children; the need for non-standard educational activities in working with gifted children; the desirability of overcoming the current anti-intellectualism in public life, as well as the phenomenon of “rejection of originality and talent”. The article analyzes the concepts of “giftedness”, “mental giftedness”, and “professional readiness” and offers key areas of teacher training based on national experience and modern approaches in the system of additional professional education. *Methodology.* The article analyzes the approaches to the formation of professional readiness of a teacher to work with gifted children in domestic and foreign psychological and pedagogical science, analyzes the modern practice of organizing teacher training in the system of additional professional education. *Purpose of the study:* to identify the influence of subjective and objective factors and socio-pedagogical conditions on the formation of the teacher’s readiness to work with gifted children in additional professional education. *Results.* It was found that the development of a teacher’s readiness to work with gifted children in postgraduate education can give a positive result only if the complex application of course and intercourse training and a focused system for the formation of the psychological and pedagogical competence of a teacher.

1. Introduction

Children's talents, as well as the problems of its diagnosis, development and maintenance, constitute one of the most important and, at the same time, debatable issues of modern pedagogy and psychology. Currently, interest in this issue is very high, and this is due to social needs. In the conditions of socio-economic changes taking place in our country, society needs an extraordinary creative person, distinguished by high activity, irregular thinking and behavior, able to play an active role in Russia's political, socio-economic and spiritual revival.

The relevance of the formation and development of the professional readiness of the teacher to work with gifted children is determined by several circumstances:

- The social order, which is formulated as a “formation of the intellectual potential of the country”;
- The need of gifted children in an individual educational trajectory;
- The teacher’s desire to work with gifted children to apply innovative forms and methods;
- The desire to overcome the anti-intellectualism formed in society, the absolutization of standard and the rejection of talent and uniqueness.

Socio-pedagogical analysis of the work of a teacher with gifted children in an educational institution revealed inconsistencies:

- Between the standard attitude to the gifted student and the necessary, given the individuality for its successful development;

- Between the need for gifted children in non-standard approaches and the real possibilities of the teacher;
- The rapid pace of renewal of the content of education, the need to prepare the teacher for work with gifted children and the lack of a focused system of forming the psychological and pedagogical competence of a teacher in the aspect of working with such children in pedagogical universities and in the system of additional professional education.

Purpose of the research: to identify subjective and objective factors and socio-pedagogical conditions for the formation of a teacher's readiness to work with gifted children in the system of additional professional education of teachers.

Research hypothesis. We assumed that the formation of a teacher's readiness to work with gifted children in the system of advanced training was successful if the system of postgraduate education would be a competitive environment that ensures the formation of an innovative way of thinking and the relations of the subjects included in it, stimulate the need for socially active action, the development of psychological mechanisms of competitive behavior, and contribute to the development of competences among teachers, which form the essence of this teacher's readiness to work.

2. Materials and Methods

Among the unresolved tasks of the formation of teacher competencies for working with gifted children, the following should be noted:

- A broad understanding of the phenomenon of child giftedness in science;
- The requirements for the teacher's psychological and pedagogical readiness are not substantiated;
- The system of formation of the competence of the teacher to work with gifted children needs a significant audit.

According to scientists, N. S. Leites rightfully occupies one of the leading places in the study of the problems of gifted students. Describing children's giftedness, he pointed to the internal prerequisites of mental development. This includes high sensitivity to learning and highly pronounced creative manifestations [7].

L. S. Vygotsky considered the concept of "giftedness" as a genetically determined component of ability. It is transformed, evolves in development activities, or degrades in its absence [3].

In the concept of A. M. Matyushkin, the nature of giftedness is understood as a prerequisite for the development of a creative person. He also formulated the main components, ideas about its structure [8].

The originality and nature of the development of giftedness is reflected in several different directions: connection, mutual enrichment, and interaction of heredity and social environment [6].

In the studies of D. B. Bogoyavlenskaya, giftedness is presented as a systemic, developing throughout life quality of the psyche, which is of decisive importance in achieving a person's higher results in various activities in the future [2].

As A. V. Morozov rightly points out, in modern conditions, the activity of identifying, developing, supporting and accompanying talented and gifted students acquires a new meaning and special meaning. The learning process for such "special" children should be structured according to their individual personal characteristics, along an individual educational trajectory, aimed at developing and supporting the identified extraordinary potential. In this regard, the task becomes the most urgent, including the creation in the educational organization and outside of it all the necessary conditions for the development of the personal potential of a gifted child, starting from an early age [9].

In foreign studies, general approaches to the study of giftedness are determined, and certain types of giftedness are characterized, for example, by intellectual, academic, and creative factors [11-15]. Among the main elements of talent, several foreign scientists distinguish intellectual and creative, academic talent is interpreted as a predisposition to any field of scientific knowledge [16; 17].

The study of the works of foreign authors allowed to consider academic talent as a significant interest in the subject; focus on a particular academic field; predisposition to systematization. The study of the works of foreign authors allowed to consider academic talent as a productive use of scientific terminology. In order to achieve success, performance in various areas of life is necessary, along with the full return of energy, strength, inspiration, time costs, willingness to compete, rivalry; the pursuit of logical forms of thinking, operating with abstract concepts, comprehension of causal relationships between phenomena.

The professional readiness of a teacher to work with gifted children is a combination of the internal forces of the subject, his inner potential [1]; the ability to think wholeheartedly and act [4]; unity of the result of the preparation and installation process to success [5]; competence, professionalism, determining the adoption of preferred decisions in a particular pedagogical situation to take responsibility [10]. It can be represented by a combination of the following competencies:

- The socio-prognostic competence, which includes the ability to predict learning outcomes, the realization of professional goals, the ability to analyze and assess the existing conditions, to determine the most likely ways of action; identifying possible aptitudes among students, anticipating motivational, volitional and intellectual efforts to increase the effectiveness of activities with this category of children, and based on the goal of the interaction of the ability to determine methods, techniques, and means of work;
- The diagnostic pedagogical competence, which includes the ability to analyze the nature of achievements and failures, the process and results of training; the ability to use the accumulated knowledge and skills, to build pedagogically expedient relations with students; to perform individual work based on the results of pedagogical diagnostics; possession of creative activities; process and results of development of students; determination of conditions for the use of technology training, education, and motivation;
- The cognitive competence encompasses methodological, theoretical, and technological knowledge, including the following: possession of modern methodology, methodological principles and techniques of scientific knowledge; understanding the prospects for the development of education in Russia and in the world; mastering ideas about the essence of giftedness at the general scientific and pedagogical levels; real methodical knowledge within the implementation of pedagogical activity at the level of a holistic pedagogical process and methods of teaching a specific subject;
- The competence of self-improvement, which activates the study of the level of their professional competence, the ability to analyze, diagnose their pedagogical activity, solve contradictions in the professional activity, knowledge of reflexive cumulative methods to assess the level of their professional and personal development, as well as the ability to shape the direction of their own self-education and self-improvement;
- The reflexive competence contains emotional and mental assessment of the results of pedagogical activity with gifted children, satisfaction with the result, management and correction of further actions. Analyzing reflection from the standpoint of mental state, not associating with the process of thinking, we note the closeness of this component with the psychological type of readiness. In addition, reflection acts as a trigger mechanism that activates self-development, teacher's self-improvement, his readiness to work with gifted children. The teacher's reflective behavior can inform about the success of this process.

For the study, we selected diagnostic tools, which included: a test to determine the teacher's readiness to work with gifted children (according to D. B. Bogoyavlenskaya, A. V. Brushlinsky); conversations with teachers; lectures, seminars.

3. Results

Empirical research was conducted on the basis of the Stary Oskol Institute for the Development of Education in 2016-2017, more than 250 subject teachers aged 25 to 65 years old, undergoing course retraining, took part in the experiment.

The results of testing teachers allowed us to distinguish three groups according to the level of teacher's readiness to work with gifted children:

III – the low level. Over 50% of the answers are incorrect.

II – the alarm level.

I – the satisfactory level. Only 1-2 incorrect answers.

The results are reflected in table No. 1.

TABLE 1. DISTRIBUTION OF TEACHERS AT THE LEVELS OF READINESS TO WORK WITH GIFTED CHILDREN, %

Satisfactory level	Alarm level	Low level
17%	61%	22%

The interviews, surveys, and teacher questionnaires showed the following results.:

1. 57% of teachers are convinced of the need to improve modern forms and methods of working with gifted children.
2. 16% of teachers believe that they themselves can otherwise work with gifted children.
3. 32% of teachers wanted to study the features of gifted children.
4. 31% of teachers are ready to engage in the search for innovative methods and techniques for the development of children's creativity.
5. 40% of teachers perceive criticism easily; not quite easily – 41% and painful – 19%.
6. 18% of teachers shy away from answering difficult questions, 33% of them transfer the answer to another time, and 49% of the teachers surveyed try to answer right away.
7. In the lessons on the subject, teachers like the following student responses: original – 64%, confident – 19%, and sufficient – 17%.
8. 30% of teachers consider it necessary to study the level of their professional competence.
9. 60% of teachers wanted to improve their methodological, theoretical, and technological knowledge.

4. Discussion

Having determined the dominant tendencies and the nature of the manifestation of the indicators of the teacher's readiness to work with gifted children, we tried to give a generalized description of the groups of teachers.

III – the low level

Teachers of this group have an underdeveloped inclination to work with gifted children, to analyze and evaluate the existing conditions, to determine the most optimal methods of action; and the ability to analyze the nature of achievements and failures is not sufficiently represented to carry out individual work based on the results of pedagogical diagnostics. The group of teachers is distinguished by a low level of knowledge of modern methodology of scientific knowledge, knowledge of various technologies, for example, reflexive to assess the level of their professional and personal development, the ability to realize emotional and mental assessment of the results of pedagogical activity with gifted children.

These teachers have no interest in creativity, and even with external stimulation, it does not manifest itself. These teachers feel a sense of displeasure and anxiety in the case of non-standard tasks, new requirements. In teaching, they adhere to the once developed version, prefer not to risk.

II – the alarm level

Basically, the teacher has an understanding of the need to improve the level of professional readiness to work with gifted children, but practical work requires significant changes. This group of teachers has a predisposition to work with gifted children, but they require additional motivational, strong-willed, and

intellectual efforts to improve the efficiency of their activities. Teachers should master modern methodology, knowledge of trends and prospects for the development of education, its functioning in modern society, technologies for the implementation of pedagogical activity.

The teachers need a substantial external stimulation of their creative activity, ensuring continuous professional development, for example, a competitive environment, participation in contests, competitions.

Spontaneous occurrence of creative activity is feasible if there are appropriate motives, for example, work on a scientific article, a synthesis of pedagogical experience, etc.

I – the sufficient level

The teachers of this group have sufficient the full potential and ability to stimulate their own creative activity. They have the necessary inclination to work with gifted children, they know how to support various types of creative activity of students. The teachers of this group have pronounced abilities to predict learning outcomes; the ability to analyze and evaluate existing conditions; the ability to determine the most likely ways of action of students; abilities to foresee the motivational, volitional, and intellectual efforts, allowing to increase the efficiency of activities with this category of children; the ability to determine methods, techniques, and means of work. They also build pedagogically appropriate relationships with students, More than that, the teachers of this group have pronounced skills to perform individual work based on the results of pedagogical diagnostics, as well as creative ways, reflective skills, etc.

5. Conclusion

The results obtained during the study determine the relevance of the problem of the formation of the professional readiness of the teacher to work with gifted children.

We consider it necessary to note the following. Most teachers who took part in the study have low and critical levels of readiness to work with gifted children.

The study shows that, in general, the teacher has a deep, systemic knowledge of the subject being taught; on the problem of children's giftedness, teachers most often have only fragmentary knowledge, and the creative approach is not sufficiently expressed in the application of various forms and technologies of teaching gifted children.

The need for self-improvement, the desire for self-change, the expansion and quality of existing knowledge are at a low level; for many teachers, creative activity is combined with a passive position that requires involvement in self-education activities, initiated by external stimuli.

A number of teachers who participated in the experiment have a clear pattern: they have no motive to apply innovations in practice.

A significant number of teachers who participated in the experiment showed a fairly average level of knowledge of the modern methodology of scientific knowledge, competence in the field of scientific research, reflexive skills, ways to apply accumulated knowledge, skills in building pedagogically expedient relations with students.

In the course of the study, the need to update the goals, objectives, functions of the system of additional education, its structure and content was established.

The situation that has arisen is caused by the fact that, both higher education institutions and additional vocational education do not carry out the training of pedagogical workers in skills, techniques, and personal-oriented technologies for working with an extraordinary creative person.

The organization of teacher training, taking into account the influence of subjective and objective factors and socio-pedagogical conditions, promotes the formation of a number of competences among teachers: social prognostic, diagnostic, cognitive, self-improvement, reflexive, as well as activation of self-organization methods in the course of teacher training.

The study confirmed that if the system of postgraduate education is a competitive environment, the formation of the teacher's readiness in the system of advanced training for work with gifted children will be successful.

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