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METHODS OF WORKING WITH TALENTED STUDENTS

Abstract: a talented student is a child who is bright, transparent, and sometimes famous (or has an inner basis for such achievements) in this or that activity. Today, most psychologists acknowledge that the level of qualitative specificity and developmental characteristics of talent is a complex one of the social environment (play, education, work), which is always associated with heredity and the child's activities, is the result of a continuous effect.

Key words: abilities, talents, child's activities, child's self-development, psychological characteristics.

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Introduction

The psychological mechanisms of a child's self-development, which are based on the child's personal activity, as well as the formation and implementation of individual talent, are important. The use of information and communication technologies (ICT) helps students to find answers to questions that interest them, to think about events that are not clear to them, but are interesting. In the process of thinking about the problem, there are debates, different opinions. Relying on the opinions of A. Maslow, N. A. Bernstein, and other famous scientists, psychologist V.S. Yurkevich distinguished three laws of development of high abilities:

1. The development of abilities occurs only in the activity in which the child develops positive emotions.

2. For the development of skills it is necessary to constantly increase the level of complexity of the main activities of the child (educational and extracurricular activities).

3. For an activity to be developmental (both ability and personality of the child) it must be important for the child (in terms of internal motivation).

II. Literature review

The mission of the school is to create conditions for the development of abilities and personal qualities

of students, which prepares students for lifelong learning in a market economy, ensures the competitiveness of future graduates in the labor market. The purpose of joint research work of teachers and students is to increase ICT competence, study the achievements of pedagogical science and test it in innovative activities, adaptation to society, the use of ICT in the creative self-development of the individual. Research activities are a means of teacher-student interaction. In traditional education programs, the development of creativity and communication skills is usually not considered important. It gives you the opportunity to acquire only the necessary knowledge, skills and abilities. New approaches to the education of gifted children, computer-based educational and developmental programs, methods and forms of work using ICT are needed. In the process of working with students, a group of students is formed who compete with each other, trying to do the task as well as possible and earn the praise of the teacher.

III. Analysis

School teachers have three main tasks:

1. Development of a theoretical and practical system of work with gifted children.

2. Carrying out diagnostics and monitoring of early identification of students' talents at school and creation of an electronic database.

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3. Career guidance of class teachers and their use in the daily work of psychologists.

The achievement of the set goals and objectives can be achieved only in the context of the integrity of the educational process, the greater use of students' classroom and extracurricular activities. Taking into account the age characteristics of students, as well as tasks for each stage of the content of education and upbringing of students are defined:

The first stage of education:

- identification and development of creative potential of primary school students;
- formation of a stable interest in educational activities;
- formation of interest in research activities;
- formation of elements of independent activity;
- development of elements of figurative perception and imagination as a basis of creative activity;
- to form a positive attitude to oneself and people;
- formation of a valuable attitude to the world, life, society.

In the second stage of education:

- development of intellectual and creative potential of students;
- formation of a stable motivation for learning and creative activity;
- mastering the elements of research activities;
- formation of the basis of independent activity;
- development of imagination;
- to form a valuable attitude to oneself as a person, to the person of people;
- formation of a valuable attitude to the world, life and society.

Tasks of the third stage of education:

- development of intellectual and creative activity of senior students;
- formation of stable motivation for educational and creative activity;
- formation of the need for independent education;
- mastering the methods of research activities;
- development of independent intellectual and creative activity;
- realization of figurative and imaginative abilities;
- to exercise a valuable attitude towards oneself and the person as a person;
- ability to understand real-life situations and their solutions.

Work with gifted students is carried out in the following areas: maximizing the intellectual, material and technical potential of the school in the organization of creative activities of students outside the classroom and out of school:

- science clubs and hobby clubs;
- sports sections, computer art clubs;
- creative groups;

- theater studios;
- research work;
- training of Olympiad participants;
- individual lessons;
- diagnosis of children's and adolescents' abilities;
- early awakening of students' interest and aptitude for research activities, serious preparation for this process;

- cultivation of active citizenship, high moral qualities and spiritual culture.

The work in this direction includes: Developing the content of teaching methods aimed at the student's creative experience, which includes the following elements:

- to understand,
- to understand the hidden mechanisms of events,
- their causal relationship,
- as the ability to predict the course of events;
- the ability to identify and pose a problem in understanding and analyzing evidence;
- be able to effectively transfer the acquired knowledge to research and development tasks;
- solve research and design problems on the basis of figurative, symbolic, meaningful analogies;
- change of images and ideas, their interpretation.

IV. Discussion

Strengthening the methodology and science and its methods in students' learning activities. Use technical modeling as a basis for the creative application of scientific knowledge and the development of students' creative activity. The end result in education is determined not only by the level of complexity of the textual tasks, but also by the volume of the subject content, the duration of the creative activity. Involve students in tasks that require elements of creative activity and independent decision-making, from simple tasks related to memorizing and narrating a task or text, to solving standard tasks, and so on. For example, Russia's Working Concept on Talent focuses on the ability of talented children to access a variety of sources of information in the educational process, including access to information through computer networks. The use of computerized learning tools should be guided by the need for the learner to be able to receive information quickly and to provide feedback on their actions. Visual aids (videos, DVDs, etc.) can be helpful.

In different periods of humanity, people have been treated differently depending on ideas about their nature and abilities. Nowadays, in the age of scientific and technological progress, modern children have a lot to keep in their memories. In addition, parents want to see their child develop in all aspects. Sometimes their young unstable psyche cannot withstand such loads. Sometimes this leads to emotional depression.

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Needless to say, there is a constant race for the quantity and quality of knowledge, not to mention the development of creative potential that requires careful thinking. Many psychologists in our country and abroad have been engaged in the study of abilities, talents. One of them is a well-known Soviet scientist, Doctor of Pedagogical Sciences in Psychology B.M. Teplova. Also a student and employee of Teplov, a well-known local psychologist, Doctor of Psychological Sciences N.S. Leites. His work in the psyche of talented children plays an important role in Russian psychology. Also, V.N. Drujinin, A.V. Psychologists such as Petrovsky, A. Matyushkin have studied this topic. V.A. Molyako studied the problems of creative psychology.

Basic concepts. When we try to understand and explain why different people, living conditions are created under approximately the same conditions and have different successes, we turn to the concept of ability, believing that the difference in success can be satisfactorily explained by them. For example, when two students give the same answer in a lesson, the teacher may react differently to their answers: one may be satisfied, the other may not. The teacher can explain this with the different abilities of these children. Another example: two entrants take entrance exams. One can pass the tests and the other does not. So can their abilities be assessed? This question will not be answered until it is determined how much time each applicant spent preparing. Therefore, ability cannot be determined by the fact of success (knowledge). Abilities are individual characteristics that are subjective conditions for the successful implementation of a particular type of activity. They are found in speed, depth, and strength in mastering certain methods and techniques of operation.

A.V.Petrovski, In his textbook on general psychology, defined the concept of "ability" as follows: "Abilities are the psychological characteristics of a person, including the success of acquiring knowledge, skills, but it depends on the availability of knowledge, skills and abilities." Our local scientist BM Teplov made a great contribution to the development of the theory of general ability. He singled out "three ability traits that form the basis of the definition frequently used by experts":

1) ability - these are individual psychological characteristics that distinguish one person from another;

2) characteristics related only to the success of the activity or multiple activities;

3) abilities are not reduced to the knowledge, skills and abilities already formed in people ... ". According to VN Druzhinin, the more developed a person's ability, the faster and more successfully he performs certain actions, and the learning process, the work itself is subjectively difficult for him in the field of incompetence. According to Teplov, abilities cannot be in a constant process of development.

Undeveloped, in practice, the ability to stop human use disappears over time. Only through constant practice related to the regular study of complex types of human activities such as music, technical and artistic creation, mathematics, sports, etc., do we maintain and develop relevant skills. K.K.Platonov, In his book On the System of Psychology, gives the following definition of the concept of "ability": "Abilities are a set of personality traits that are already included in its four main components, but only what is needed to develop, implement, and improve a particular activity. "The degree to which a particular person meets the requirements of a particular activity, the structure of a particular person and the structure of the requirements for a particular type of activity, the degree to which certain personal characteristics are compensated by others."

When we talk about a person's abilities, we mean his or her abilities in this or that activity. These opportunities lead to great success in mastering the activity and a high salary amount. Under equal conditions (level of readiness, knowledge, skills, abilities, time spent, mental and physical movements) a talented person achieves maximum results compared to less gifted ones, and a gifted person's high achievements are the result of a combination of his characteristics and activity requirements. Conditions for the formation of abilities. In his works, B.M. Teplov refers to certain conditions for the formation of abilities. Ability alone cannot be innate. According to the scientist, the tendency can only be congenital. If the ability itself is not innate, then it is formed throughout life (it should be noted that Teplov distinguished between the terms "innate" and "hereditary"; "innate" - from birth environmental factors, which appear from the beginning and are formed under the influence of both genetics, are formed under the influence of "hereditary" - hereditary factors and are manifested at birth and at any time in human life, is formed in the activity. Teplov writes that "... ability cannot arise outside the scope of a specific objective activity to which it corresponds." Thus, what arises in an activity corresponding to it can be associated with ability. According to U.Neplov, ability is created only by activity, it does not appear before the corresponding activity is carried out. In addition, abilities are manifested not only in activity, but also in them will be.

Speaking of abilities, it should be noted that they are different for everyone. Each person has a unique combination of abilities, and its success is determined by the presence of one or another combination of abilities. Some abilities can be replaced by others that differ in their origins but are similar in manifestation. Different abilities can affect the success of the same activity, so the absence of one ability can be offset by the presence of another.

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V. Conclusion

Types of abilities. Skills are divided into general and special. Scientists distinguish the following types of special abilities.

1. Educational and creative
2. Mental and special
3. Mathematics
4. Structural and technical
5. Musical
6. Literary
7. Artistic and visual.

Education and creative abilities differ from each other because the former are determined by the achievements of education and upbringing, the acquisition of knowledge and skills, the formation of personality traits, the latter by the creation of objects of material and spiritual culture, new defines the production of ideas, discoveries, and works. In a word - individual creativity in various spheres of human activity.

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