

Pedagogical modeling of training teachers for working with gifted children

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Abstract. The article deals with the issues of organizing the professional development of future teachers in basic general education and the system of additional education and the process of assisting gifted children and providing them with psychological and pedagogical support. The authors note that the quality of giftedness is most in-demand in modern society. At the same time, the question arises about the criteria and indicators of the formation of professional readiness to work with gifted children among student pedagogues. The analysis of publications on the training of future teachers makes it possible to discover that today there is a functioning system for identifying and supporting gifted children but not all specialists who ensure the implementation of the educational process in educational institutions are fully prepared to solve the assigned tasks that satisfy social and government needs. Therefore, the authors believe that one must carry out a set of measures that contribute to an efficient increase in the level of competence and professional skills of student pedagogues in the process of preparing future teachers for working with gifted children. The measures are based on a study of the experience of Russian and foreign specialists in the field of psychology and pedagogy that reflects the system of organizing education for young specialists at the university. The vector identified in the study in modeling the concept of professional training of students, and the certainty in the criteria and indicators that make up the readiness, the structural content of the development of readiness in future teachers, aimed at identifying and supporting gifted children. The authors identify broad prospects for the development of a new generation of professional training programs for student pedagogues, which are widely in demand in the context of the development of modern society.

Keywords: higher education, pedagogical profession, gifted children.

1 Introduction

The relevance of the chosen research topic is determined by the development trends of the priority area of the state strategy and the leading direction in the field of education. This refers to the creation of certain pedagogical conditions for the training of future specialists who can carry out independent professional activities at a high level. The demand for such specialists in society is determined by the increased requirements for the level of training of

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a university graduate who must not only carry out professional activities but also be ready for a creative search in the field of research.

A lot of young specialists today are distinguished by their creative thinking, independence, and striving for self-development. It is no coincidence that the second stage of the implementation of the action plan “Strategy for the scientific and technological development of the Russian Federation” reflects the requirement for the competitiveness of talented professionals, where the fundamental idea is the independence and competitiveness of the country ensured by an efficient system of using the intellectual and creative reserve of human resources [1-3]. Consequently, there is a pressing issue of creating special pedagogical conditions for working with gifted children to ensure the development of the potential of the Russian Federation on a global scale.

2 Methods

The content of this article reflects a specially carried out set of such practical measures as the analysis of pedagogical approaches that contribute to the efficient increase in the level of competence and professional skills of student pedagogues in the process of preparing future teachers for working with gifted children and a study of the experience of Russian and foreign specialists in the field of psychology and pedagogy, reflecting the system of organizing training for young specialists at the university.

During the study, theoretical methods were applied (work with sources on the issues of teaching gifted children and the activities of future teachers at school, as well as with educational and methodological documentation of the Pedagogical Institute, Irkutsk State University (ISU)). We also used analytical methods, the comparative-contrastive method, methods of modeling, surveying and testing. The empirical methodology of the study includes traditional methods of conversation and interviewing of students of the ISU Pedagogical Institute, analysis of the obtained data and research results, methods of statistical processing of the data, a systematic approach to the formation and optimization of the future teacher’s readiness to work with gifted children and the basic concepts of giftedness.

3 Results

The pedagogical model of the future teacher’s readiness to work with gifted children that we developed is adapted to modern trends in the development of society, reflects the content of the training system and criteria for assessing the level of readiness, and describes the qualitative manifestations of the teacher’s most important personal and professional characteristics.

To identify ways and means of training future specialists to work with gifted children, it is necessary to diagnose the initial level of students’ readiness, which indicated a goal with an outlook for the establishing stage of the experiment. For this, the following tasks were implemented:

1. Development of criteria and indicators for the formation of readiness to work with gifted children.
2. Selection of diagnostic tools to determine the level of readiness to work with gifted children.
3. Carrying out diagnostics to determine the level of readiness using the selected methods in a group of undergraduate students.
4. Analysis and processing of the results of the diagnostic.

The level structure and qualitative indicators of the level of readiness of the future teacher to work with gifted children are presented below and are characterized by the following features:

- low level – the future teacher has a general idea of the phenomenon of giftedness; has a low degree of tolerating and accepting the personality of a student with signs of giftedness; communication control is poorly developed; the future teacher is passive and alert in the perception of a gifted student in the work process; does not strive for self-development and self-realization; does not know how to adequately evaluate their work;
- medium level – the student understands the importance of forming the readiness to work with gifted children; however, the knowledge of the theoretical foundations of giftedness is superficial; a combination of both tolerant and intolerant traits towards gifted students is manifested; there is a low degree of control of their emotional manifestations; there is a desire for self-improvement, but there is no assessment of one's own professional activity;
- high level – the future teacher knows the methodology of work; possesses high levels of methodological culture; knows the system of ideological and value attitudes; is tolerant towards gifted students; is teachable and open and at the same time has rationality and pragmatism; such a specialist has a pronounced desire for self-improvement, stable command of introspection skills, and developed reflexive abilities.

We found that 60% of all surveyed students had only a general idea of the phenomenon of “giftedness”, had poorly developed communicative control, showed passivity and tension in the perception of a gifted student, had no desire for self-development and self-improvement, which meaningfully corresponded to a low level of future teacher' readiness to work with gifted children.

The other 40% of the respondents showed a superficial possession of theoretical knowledge about the phenomenon of “giftedness”, in general, these students have a desire for self-development but not always an adequate assessment of their own professional activities.

At the same time, none (0%) of the students demonstrated a high level of this type of readiness.

We also found that 19% of the respondents were inclined to work with gifted children, slightly more than half (57%) are neutral towards this kind of professional prospect, and only a quarter of the respondents (24%) are not inclined to work with gifted children.

We noted that students did not fully understand the importance of stable methodological knowledge and strong methodological culture, and the need to form their own pedagogical worldview. Their professional motivation was largely passive. This is evidenced by the fact that the students do not directly associate professional formation and development with such values as the desire for self-education, mastering the skills of introspection, the development of reflexive abilities, the formation of a positive self-concept.

4 Discussion

When analyzing research, a correspondence was established with the data obtained in the study [4-7]. The future teacher' readiness to work with gifted children is determined by the level of development of the following personal and professionally significant qualities: the vector of the implementation of professional activities is aimed at working with gifted children; a differentiated locus control system; stable and efficient Self-Concept; the presence of creativity; the skill of subjective reflection; the need for self-education and self-development; information and communication technology skills for obtaining information and its subsequent processing; efficient use of modern pedagogical technologies that ensure the comprehensive development of gifted children.

The disciplines of the pedagogical cycle aimed at enriching and expanding the content of education in higher education, at organizing a differentiated and individual approach to students, should, first of all, solve the problem of professional training of a specialist in the field of working with gifted children. These disciplines will help to provide targeted pedagogical support; the ability to timely motivate actions aimed at the intellectual development of schoolchildren, taking into account the needs of gifted children; competently build the creative activity of pupils; the ability to see, classify and solve pedagogical situations; analyze educational activities.

5 Conclusion

The relevance of the chosen topic is justified by the insufficiency of the accumulated research works on this problem, the search for ways and pedagogical conditions to ensure the formation of the future teacher's readiness to work with gifted children.

Based on the results of the analysis of ideas [5, 8-12], the main approaches and elements that determined the theoretical prerequisites that contribute to the scientific understanding of the process of forming the future teacher's readiness to work with gifted children, the essence and features of pedagogical work with gifted children, the priority directions of the interaction of the future teacher with this category of students are highlighted, the concepts of "pedagogical support", "pedagogical assistance", as well as "future teacher's readiness to work with gifted children" are clarified.

The formation of a future teacher's readiness to work with gifted children is, first of all, the ability to organize the gradual development and improvement of their pedagogical activity based on high-quality methodological training [13, 14], followed by efficient interaction with gifted children.

The study reveals broad prospects for the development of a new generation of professional training programs for student pedagogues which are widely in demand in the context of the development of modern society. Such work, of course, cannot be considered complete and requires further scientific consideration.

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