

Features of training pedagogues for supporting gifted children

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Abstract. The prerequisites for the study: the informatization and digitalization of modern society have led to the development of informatization in education and digital pedagogy. However, the transformations that have taken place in the national education system have changed the attitude towards students who show outstanding abilities. This has led to the emergence of relevant regulatory documents as well as public funds, social programs, educational organizations, the main purpose of which is to identify, teach and develop gifted children. Nevertheless, in higher educational institutions, the issues of training teachers for psychological and pedagogical support of gifted children are considered narrowly, within the framework of certain disciplines and a single level of education. There is no training for teachers to work with parents of gifted children. The purpose of the study is to determine the features of training teachers for psychological and pedagogical support of gifted children and substantiate the necessary pedagogical conditions. Methods: the study of psychological and pedagogical literature, the analysis of the readiness of teachers for professional activity in the context of the digitalization of education and working to support gifted children in Moscow and the Moscow region, the analysis of the websites of educational organizations. The authors consider the problems of digitalization of education in the context of working with gifted children. The issues of using digital pedagogy, training pedagogical staff to use digital technologies in educational activities, and supporting gifted children are expounded. The authors determine the features of the content of further education courses for teachers and parents and the training of teachers for psychological and pedagogical support of gifted children. The possibility of using digital technologies and the system of additional education to train for supporting gifted children, their parents, and teachers is considered.

Keywords: teaching and personnel training, gifted students, education systems and levels, education policy.

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1 Introduction

A new trend in world social development, according to scholars from different countries (G. Siemens, J. Amin, P. Gilster, M. Prensky, V. Khalin), is the introduction of the idea of digitalization in all spheres of human activity for their innovative transformation [1-3]. Giftedness is considered a trend in the efficient development of the world educational environment. Working with gifted children meets certain requirements: first, such work is in demand, available to users from different social groups (not only specialists/teachers but also parents) who have the appropriate competencies; second, thanks to the formation of an educational and creative environment in society, such work provides an opportunity to develop psychological and pedagogical support for gifted children to solve a whole range of problems.

The purpose and objectives of the study: identify the features of training teachers for psychological and pedagogical support of gifted children in modern conditions.

Research objectives:

- 1.a review of literature on giftedness in children in the context of digitalization of education;
- 2.an analysis of the state of digital pedagogy in the Moscow region;
- 3.a search for ways to solve the problem of training teachers for psychological and pedagogical support of gifted children.

2 Literature review

Researchers in the field of sociology, politics, economics (G. Siemens, J. Amin, R. Gilster, M. Prensky, V. Khalin) note that the introduction of digitalization into society at the national and global level involves solving several problems: providing opportunities for implementation of digitalization as a condition for the prosperity of society, legal regulation, the development and implementation of programs for managing the digitalization of various areas of society, the security of digital and information processes, and this requires the training of specialists who can work both in the information and education space. This is a completely new standard for specialists in the field of education and upbringing, which requires the emergence of new professions and specializations, the introduction of new content and technology in further education programs, and the development of motivation among teachers to improve professional and special competencies [1-3]

The progress of Russia in the global community is ensured by the regulatory and legal framework which is constantly updated with new acts and laws in the field of education, upbringing, digitalization, and information technologies. The fundamental document for the digital transformation of Russian society is the “Strategy for the development of the information society in the Russian Federation for 2017-2030” adopted by Decree No. 203 of the President of the Russian Federation on May 9, 2017. The document defines the target guidelines for forming a national digital economy of the information society as well as a strategy for the implementation of national programs, including the Education program [4].

The strategy is focused on the use of digital technologies in all spheres of human activity and increasing the information literacy of citizens of the Russian Federation [5: 1]. In the field of education, there is an expansion in the use of digital technologies, the availability of Internet access in education institutions, on the one hand, and insufficient training of teaching staff for the implementation of educational programs, on the other. There is not only a shortage of personnel but also the material and technical support of the educational process at all levels of education [5: 6]. This problem was clearly manifested during the period of the pandemic and the implementation of distance education.

The problem of teachers' readiness to implement digitalization of education in professional activities is considered in the works by E.K. Samerkhanova, M. Prensky, M.-E. Ociseanu, T.I. Zinovieva, J.V. Afanasieva, A.V. Bogdanova [5-8].

Gifted children are children who develop faster than their peers. Another aspect is considered in the term "giftedness in children" which allows one to consider the ability to think, create and learn not as exceptional features but as potential. The gift that everyone has is manifested in everyone to varying degrees. These two terms are used side by side in pedagogy and psychology. Therefore, two directions in science are being developed: the development of technologies for education, training, upbringing of gifted and talented children, and practices aimed at developing each child's potential.

The issues of giftedness are covered in the works by psychologists and educators: A.G. Asmolov, L.I. Bozhovich, L.A. Venger, G. Doman, N.S. Leites, K.K. Platonov, J. Renzulli, A.I. Savenkov [9]. Working with gifted children today is one of the priority tasks of education and upbringing. The creation and operation of the Federal Center "Sirius" in Sochi gave an impetus to the emergence of such centers in the regions, and the technology of organizing work with gifted children is actively studied by teachers and disseminated in the educational space of Russia. "Sirius" has shown the possibility of working with children of different ages, levels of training, and education. Based on the center, educational and scientific centers have been created that allow one to work with gifted children from different regions of the country, as well as laboratories and platforms have been created for the development of children's creativity in the field of art, sports, natural sciences, and technology. The spectrum is expanding, enriching with new technologies and methods, digital educational resources are actively used, and, most importantly, the new pedagogue for working with gifted children is being formed, and their competencies for successful professional work with gifted children are being defined.

3 Methods

This study was based on an analysis of the readiness of teachers for professional activity in the context of digitalization of education and the implementation of the activities of centers for supporting gifted children working in educational institutions in Moscow and the Moscow region; analysis of the websites of organizations that provide further education for teachers.

4 Results

An analysis of the websites that offer further education courses for teachers shows that programs for working with gifted children mainly focus on the development of children's creative abilities in various areas of artistic creativity and project work. Programs of engineering creativity and robotics are becoming popular but there are still few. There are practically no courses of psychological and pedagogical support for gifted children and their parents. Information technology courses are narrowly specialized and do not address the pedagogical aspect. At the same time, there is a lack of an integrated approach to mastering digital and educational technologies.

The motivation of teachers to work with gifted children and their parents is not yet sufficiently developed. The pedagogues do not see the difference in the work on the development of the abilities and personality of such children, underestimate the features of the mental development of gifted children and the complexity of their adaptation to success and failure. There are no optional modules or disciplines in the curricula of higher educational institutions on the features of working with talented children in educational

organizations at different levels. Consequently, the training of teachers in the psychological and pedagogical support of gifted children at universities, in further education courses is insufficient.

Since its opening, Moscow City University has been working to improve the qualifications of teachers to work with gifted children. For several years, the advanced training programs “Gifted children in a modern school”, “Features of the teacher’s work with gifted junior schoolchildren”, “Working with gifted children: literary creativity”, “Features of the teacher’s work with gifted children” remained in demand, the main goal of which is to consider giftedness as a complex indicator characterizing the mind of a child in general. It is the orientation and system of values of the individual that lead the development of abilities and determine to what extent their potential will be fulfilled. This approach makes the task of upbringing, and not just teaching, a gifted child a priority. The program “Development of motivation for creativity and cognition of gifted children”, which was implemented in 12 federal subjects of the Russian Federation, acts as a format that integrates work with teachers and with children.

It is already evident that only a teacher who knows the features of gifted children, the forms in which giftedness is manifested in children, and the method of working with them can work with a gifted child. Currently, the university has implemented a professional retraining program “Psychologist of the Children’s Group” which has been completed by more than a thousand teachers and psychologists in Moscow. Students have been excited to cover the topics aimed at working with gifted students “Motivational aspects of success”, “Intelligence as a predictor of academic and life success”, “Challenges of the modern world: who needs high personal potential and why today?”, “Developing personal potential at school”, “Mentoring as a strategic tool for working with talent” and many others. At the same time, the main competencies that the students developed were the psychological aspects of pedagogical interaction with gifted children, including the ability to recognize the signs of giftedness and take into account age and motivational characteristics, the ability to consider the various needs and abilities of gifted children.

5 Discussion

The teacher’s modern competencies must be constantly supplemented by the readiness to work with gifted children, their parents, the psychological and pedagogical support of children in the process of their upbringing and education in new, constantly changing conditions. At the same time, it is important to note the development features of a gifted child’s personality, their interests, attitudes, needs, which should not be limited only within their creativity and activity but should contribute to their comprehensive and harmonious development. It is important to teach the child and their parents to accept successes and failures, as well as teach them to build their own trajectory for the development of abilities, creativity, and success.

This is possible with a change in the content and technology of training teachers in a higher education institution, the development of master’s programs, and filling further education courses for teachers and parents with new content. A comprehensive solution to training teachers for psychological and pedagogical support of gifted children using digital technologies and additional education for children, parents, and teachers is important.

6 Conclusion

Therefore, the Moscow education system can be updated in terms of informatization, professional training of teachers in the field of digital education and working with gifted

children, development of new directions and programs in the organization of further education for teaching staff, parents, and additional education for gifted children.

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